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This volume contains evaluation reports of 1967-68 elementary school activities in the Los Angeles Unified School District, funded under Title I of the Elementary and Secondary Education Act. Included are all components which continued throughout the school year or were extended into the 1968 summer session. Elementary level activities, serving disadvantaged public and nonpublic school pupils, focused on three areas, two of which are evaluated here: English language Arts, and Prekindergarten. The evaluation forms and instruments used for data collection are appended. (BP)

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EVALUATION REPORTS
ELEMENTARY

ESEA

TITLE I

September 1967
through
August 1968

LOS ANGELES CITY SCHOOLS

UD 003 458

ED025802

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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LOS ANGELES UNIFIED SCHOOL DISTRICT

ESEA TITLE I COMPONENTS - EVALUATION REPORTS

DIVISION OF ELEMENTARY EDUCATION

Office of Research and Development

September 30, 1968

UD 003 453

FOREWORD

Evaluation reports of 1967-68 District elementary school level activities funded under Title of the Elementary and Secondary Education Act are contained in this volume. Included are all components which continued throughout the school year or were extended into the 1968 summer session. Appended for the reader's convenient reference are evaluation forms and instruments used for data collection.

Three major activities encompassed the thrust of elementary level efforts. Two of these, identified as English Language Arts and Prekindergarten, are included in these reports after evaluation by the District's Office of Research and Development. The third, General Elementary and Secondary Intensive Education program, will be reported separately by college and university evaluators engaged for such purpose.

These components of the 1967-68 school year elementary level activities, serving disadvantage public and nonpublic school pupils, represent a continued implementation of education endeavors reported as effective during the previous two years. New components (one for public school and the other for nonpublic school pupils) involving planned interracial educational programs have been added.

Each component report has a similar format; and each component has a code designator assigned The code designator may be found in the Table of Contents and it relates the component to instruments used in the evaluation.

The component report format is outlined below:

- 1.00 Description
- 2.00 Objectives
- 3.00 Implementation
    - 3.10 Duration of Component and Number of Schools
    - 3.20 Pupils
    - 3.30 Nonpublic School Pupils
    - 3.40 Activities
        - 3.41 Staff Activities
        - 3.42 Pupil Activities
    - 3.50 Specialized Materials, Supplies, and Equipment
    - 3.60 Personnel and Logistical Problems
- 4.00 Evaluation
    - 4.10 Design
    - 4.20 Attainment of Objectives
        - 4.21 First Objective
        - 4.22 Second Objective
        - 4.23 Third Objective
    - 4.30 Outcomes
- 5.00 Conclusions
- 6.00 Recommendations

Under section 3.00 Implementation, any subsection not a part of the report is omitted, but the numbering sequence is retained. Under section 4.20, data relating to each objective are summarized and analyzed. The cycle is repeated to evaluate each design objective.

The evaluation design for each component report will be found in Addendum A. State guidelines and instructions for completing the annual evaluation report prescribe the phrasing and designation of objectives for each component. Number and grade level of pupil participants, number of adults involved, and component cost may be found in Addendum B. Supplementa data are included in Addendum C.

Secondary Education, Special Education and Supportive Services, and Summer Components are reported, respectively, in three separate volumes for the 1967-68 school year.

Division of Elementary Education

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READING SPECIALIST

Division of Elementary Education

1.00 DESCRIPTION

Reading specialists worked daily with first-, second-, and third-grade pupils judged to need special assistance in learning to read or in improving basic reading skills. A committee of school personnel was guided by teacher judgment and diagnostic tests in selecting pupils. The reading specialist endeavored to nurture in pupils an interest in reading and a desire to succeed in it. Experiences were planned to promote the development of verbal and conceptual skills. Library resources supplemented formal instruction.

Counselors, Assistant Supervisors of Child Welfare and Attendance (CWA), and medical personnel provided a coordinated team in an effort to meet individual needs. Parents were invited and encouraged to participate in the program. Pupil interest was encouraged by developing a sound and effective teacher-pupil relationship within the small instructional group and by providing the opportunity for each pupil to experience some success, however limited, every day.

2.00 OBJECTIVES

-To improve classroom performance in reading beyond usual expectations

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was conducted from September 11, 1967 through June 14, 1968 at 87 schools. A summer extension of this component was conducted at 49 schools from July 8 to August 16, 1968.

3.20 Pupils

Special reading instruction was given to approximately 4956 pupils in grades one, two, and three. The initial selection of pupils was made by classroom teachers on the basis of available test information and observation of performance. Recommended pupils were then assessed by a reading specialist through informal tests and inventories. Pupils requiring a more definitive evaluation were tested by an elementary counselor. The final selection of pupils evidencing the greatest need for special reading classes was made through the combined recommendations of the regular classroom teacher, the principal, the counselor, and the reading specialist.

The summer extension made reading instruction available to approximately 2174 pupils in grades one, two, and three. A deliberate attempt was made to include those pupils who were already enrolled in the September through June phase of this component.

3.40 Activities

3.41 Staff Activities

Monthly inservice meetings for reading consultants were held during the school year. The agenda included observation of diagnostic techniques, demonstrations of new materials, preparation of materials for individualized instruction, discussion of mutual problems, and workshop activities. The reading consultants attended the California State International Reading Association Conference in San Diego, November 3 and 4, 1967, and the Claremont Reading Conference, February 9 and 10, 1968.

The consultants, meeting with reading specialists in their local schools and in area meetings, helped them organize reading programs effectively, demonstrate diagnostic procedures and individualized approaches to language and reading needs, and discuss and develop successful techniques in utilizing the "team", which involved parents, counselor, medical services, Child Welfare and Attendance services, and school personnel.

Each reading specialist taught groups of pupils at least four hours each day and used the fifth hour in meeting special needs of individual pupils through parent conferences, individual child conferences, and conferences with classroom teachers and other members of the team. Specialists worked with small groups of five to eight children in instructional periods varying from 30 minutes to one hour.

The reading specialists assigned to the summer extension participated in a one week preservice workshop which emphasized techniques of individualized reading. During the summer, each reading specialist taught a maximum of 45 children in groups of 10 to 15 pupils. Instructional periods varied in length from 60 to 90 minutes. Each reading specialist was assisted by an aide.

3.42 Pupil Activities

Pupils were aided in the development of verbal and conceptual skills through activities which provided for sensory experiences, dramatization experiences, and listening experiences. Walking trips and audio-visual materials stimulated oral language and encouraged a meaningful writing and reading vocabulary. Pupils used individualized materials that offered a multi-sensory-manipulative approach to reading. Individual chalkboards enabled each child to reinforce his reading skills through writing. Individual flannelboards strengthened sequence and classification skills. Individual tapes recorded oral language and reading progress.

Auditory discrimination activities provided each pupil with the foundation for adequate sound-symbol relationships and sequential word-attack skills. Additional activities were presented to meet individual needs in visual-motor coordination, auditory and visual memory, and other skills related to reading.

Pupil interest in reading was encouraged through listening to stories and writing individual stories. Pupil self-concept was strengthened through daily successful experiences in reading.

During the summer, pupils were encouraged to take home easy-to-read paperbacks, which were available for the first time in this component. Also, a field trip to the Museum of Natural History was made available to each teacher during the summer extension.

3.50 Specialized Materials, Supplies, and Equipment

Special reading materials included language and phonics kits, programmed reading, multi-ethnic readers, high-interest low-vocabulary readers, and easy-to-read supplementary library books. Individual chalkboards, flannelboards, felt and beaded kinesthetic letters, and other manipulative materials provided a multi-sensory approach to reading. Equipment included tape recorders, record players, primary typewriters, and slide projectors. Tapes, filmstrips, recordings, and large pictures were used as audio-visual reinforcers.

During the summer, easy-to-read paperback books were made available for the first time in this component to encourage individualized reading.

3.60 Personnel and Logistical Problems

Lack of available classroom space made it necessary to divide some classrooms into two to four learning centers, to use conference rooms and other small rooms for reading instruction, and to schedule reading teachers directly into classrooms to work with small groups of pupils.

Reading specialists expressed a need for more-clearly-defined guidelines for determining which children were eligible for the program, sufficient time to screen and assess children, and better articulation of the program and its goals between school personnel and reading specialists.

No additional problems were noted during the summer.

4.00 EVALUATION

4.10 Design

Objectives of this component were evaluated through scores on vocabulary and comprehension tests, and parent and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

- Form 020AG, Administrative Evaluation
- Form 020BG, Teacher Evaluation
- Form 020CG, Consultant Evaluation
- Form 020DG, Parent Questionnaire
- Form 020FG, Regular Classroom Teacher Evaluation
- Form 020E, Teacher Evaluation (of reading materials)
- Form 020B, Teacher Evaluation (of summer extension program)

-Form 020D, Parent Questionnaire (summer extension program)

-Stanford Reading Test (Primary II, Form W; Primary II, Form X)
(measured pupil reading vocabulary and comprehension)

4.21 Objective: To improve classroom performance in reading beyond usual expectations.

In previous years, the test data from pupils enrolled in the Reading Specialist program have been compared to data obtained from a comparable group of pupils not enrolled in remedial reading. Such a comparison group was not available this year because of the assignment of reading specialists to many schools using funds supplied by the legislature for this purpose (SB 28 and Miller-Unruh). In fact, the ten comparison schools chosen in October 1967 (because at that time these schools did not have reading specialists assigned) received from one to three specialists during the remainder of the school year.

This year data collected from schools having the ESEA Reading Specialist program (and, in some cases, other ESEA programs) for the last two and one-half years will be examined. Table A presents the national percentiles of the A1 and A2 classes at these schools for May 1966, May 1967, and May 1968. Data is tabled for the A3 classes for May 1967 and May 1968. Interpretation of this table indicates that even with the norm variance of the Stanford Reading Tests these schools are making slight positive gains.

Table B reveals the same results but presents the data sequentially by grades over the past three years. The data for grade one, May 1968, may reflect the added preparation provided by Preschool and Head Start as well as the added emphasis on reading instruction.

TABLE A

STANFORD READING TEST PERCENTILE RANKS FOR ESEA SCHOOLS WITH READING SPECIALIST PROGRAM SINCE 1966

School Code	Grade 1 May 1966	Grade 1 May 1967	Grade 1 May 1968	Grade 2 May 1966	Grade 2 May 1967	Grade 2 May 1968	Grade 3 May 1967	Grade 3 May 1968
002	3	2	5	5	4	7	10	21
003	2	2	3	2	7	5	5	4
005	2	3	5	4	5	5	7	5
006	2	3	4	5	5	5	3	8
007	3	4	8	4	4	11	7	9
008	2	2	5	2	1	3	2	3
009	2	2	5	4	4	5	1	5
011	2	4	3	5	2	5	3	2
012	3	4	3	3	4	5	3	14
015	3	5	9	5	5	5	7	6
016	2	1	6	2	2	3	4	9
022	2	2	6	3	3	5	4	8
024	2	3	3	2	2	5	1	1
025	3	2	6	5	3	2	3	3
028	2	1	2	2	2	5	4	3
030	3	3	4	5	5	5	3	2
031	2	2	4	2	5	3	4	8
034	4	2	5	2	5	5	3	3
037	3	9	11	2	5	3	3	5
039	3	1	2	3	2	3	3	3
041	6	5	6	5	7	8	7	8
042	2	2	2	5	3	5	2	1
043	2	2	3	2	2	3	4	5
047	4	2	5	5	2	5	5	5
051	3	1	4	3	2	7	10	8
052	3	2	3	1	3	4	1	4
062	3	8	5	5	6	7	4	5
063	4	11	19	5	3	8	4	8
065	2	3	5	2	4	3	8	7
066	2	3	4	12	5	9	11	9
067	3	3	3	4	5	5	2	6
074	4	5	9	4	5	14	5	15
079	3	3	3	5	2	5	3	4
080	2	2	3	3	2	5	4	4
081	4	2	4	4	4	5	5	8
Mean Percentile	2.8	3.2	5.1	3.8	3.7	5.4	4.4	6.3

TABLE B

STANFORD READING TEST PERCENTILE RANKS FOR ESEA SCHOOLS WITH READING SPECIALIST PROGRAM SINCE 1966

School Code	Grade 1 May 1966	Grade 2 May 1967	Grade 3 May 1968	Grade 1 May 1967	Grade 2 May 1968	Grade 1 May 1968
002	3	4	21	2	7	5
003	2	7	4	2	5	3
005	2	5	5	3	5	5
006	2	5	8	3	5	4
007	3	4	9	4	11	8
008	2	1	3	2	3	5
009	2	4	5	2	5	5
011	2	2	2	4	5	3
012	3	4	14	4	5	3
015	3	5	6	5	5	9
016	2	2	9	1	3	6
022	2	3	8	2	5	6
024	2	2	1	3	5	3
025	3	3	3	2	2	6
028	2	2	3	1	5	2
030	3	5	2	3	5	4
031	2	5	8	2	3	4
034	4	5	3	2	5	5
037	3	5	5	9	3	1
039	3	2	3	1	3	2
041	6	7	8	5	8	6
042	2	3	1	2	5	2
043	2	2	5	2	3	3
047	4	2	5	2	5	5
051	3	2	8	1	7	4
052	3	3	4	2	4	3
062	3	6	5	8	7	5
063	4	3	8	11	8	9
065	2	4	7	3	3	5
066	2	5	9	3	9	4
067	3	5	6	3	5	3
074	4	5	15	5	14	9
079	3	2	4	3	5	3
080	2	2	4	2	5	3
081	4	4	8	2	5	4
Mean Percentile	2.8	3.7	6.3	3.2	5.4	5.1

4.22 Objective: To identify specific strengths and weaknesses of the project.

The majority of responding parents (407 of 417) indicated that pupils benefited from the special reading help. In addition, parents reported that information was received about the program, and that they visited the school. Four hundred fourteen parents (of 416 responding) recommended that special reading instruction be continued. Table C, Addendum C, shows their responses.

Eighty percent of the parents said that reading was the subject their children needed most. Sixty-eight parents said reading was not the subject needed most. Of these, 50 listed mathematics, while 18 listed spelling, handwriting, and physical education as the subjects their children needed most (Table H, Addendum C). Only 15 percent of responding parents visited any of the reading classes during the summer.

On a questionnaire about the summer extension of the reading component, from 67-94 percent of responding parents indicated approval of the various aspects listed.

The majority of the reading specialists rated the component as "Adequate" or "Highly Adequate". In particular, they reported improvement in academic skills and attitudes. Overall effectiveness of the program and availability of supplies and equipment were assessed as "Adequate". Responses of reading specialists are shown in Table E, Addendum C.

Classroom teachers observed some improvement in pupil reading and learning skills but little increase in parent participation. Selection of pupils was considered appropriate (Table D, Addendum C).

Fifty-four of the 55 teachers responding rated the reading component of the summer extension as "Effective" or "Very Effective". The effectiveness of aides received the highest median rating (3.8) and improvement of parent-school relationships received the lowest median rating (2.5) as indicated in Table I, Addendum C.

A survey was made of the experimental materials used in the component. Reading specialists were asked to rate these materials. The results of the survey are listed in Tables J and K, Addendum C.

Teachers were asked to evaluate the special reading materials used in the summer extension. Teacher ratings of the special reading materials are listed in Table L, Addendum C.

Table F, Addendum C, shows that administrators evaluated the component as "Adequate" or "Highly Adequate".

Consultants rated the component as effective. Improvement in academic skills and attitudes was rated "Adequate". A majority of consultants reported negatively regarding the availability of supplies and equipment (Table G, Addendum C).

4.30 Outcomes

Reading scores from ESEA schools having the Reading Specialist component for the past two and one-half years have improved slightly.

Parents indicated that pupils benefited from the special reading help and recommended that the component be continued. Parents reported that information was received about the component and that they visited the school.

Classroom teachers observed some improvement in pupil reading and learning skills.

Reading specialists said the component was effective. They noted improvement in pupil academic skills and attitudes, and that parent-school relations improved.

Administrators and consultants indicated that the component was adequate. Improvement in pupil academic skills and attitudes was also noted. Consultants reported that the availability of supplies and equipment was less than adequate. However, reading specialists and administrators rated these items as adequate.

5.00 CONCLUSIONS

The program, working in conjunction with the additional preparation for school provided by Head Start and Preschool, provided the highest A1 reading percentile in the last three years in May 1968. This program also seems to indicate slight positive gains for the other grade levels at these schools as the children progress to second and third grade. However, this interpretation assumes that the test norms are accurate in first, second, and third grades.

Parent and staff ratings indicate that the component was effective.

6.00 RECOMMENDATIONS

Pupils in the reading program made slight positive gains. Test results for the past two and one-half years indicate that emphasis should be placed on prevention rather than remediation which means restructuring of the kindergarten-primary grade program.

The district needs to:

- evaluate the effects of letter recognition and the teaching of phonics that was initiated in kindergarten at some schools during the spring semester 1968.
- investigate the methods and techniques employed in teaching reading in schools where reading scores were consistently higher than scores in surrounding schools. This investigation might provide clues to better reading instruction.

ESEA Elementary Design #020

PROJECT: Reading Specialist

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve classroom performance in reading beyond usual expectations	Scores on vocabulary and comprehension	Stanford Reading Test	Compare A1 pupils May 1967 Stanford Reading Test scores with A2 pupils May 1968 scores (ESEA and comparison group) Compare A2 pupils May 1967 Stanford Reading Test scores with A3 pupils May 1968 scores (ESEA and comparison group)
To identify specific strengths and weaknesses of the project	Parent and staff ratings	Parent Questionnaire (020DG)	To be completed by parents in eighteen schools selected at random
		Regular Classroom Teacher Evaluation (020FG) Teacher Evaluation (020BG) Consultant Evaluation (020CG) Administrative Evaluation (020AG)	To be completed by regular classroom teachers, teachers, consultants, and administrators
		Teacher Evaluation (020E)	Assess the effectiveness of reading materials
		Parent Questionnaire (020D) Teacher Evaluation (020B)	To be completed by parents and teachers in the summer extension program

PROJECT NAME READING SPECIALIST Code 020

Beginning date 9-11-67 Ending date 8-16-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1	1,284	
2	2,081	
3	1,591	
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded	2,174 (Summer)	
TOTAL	7,130	

NUMBER OF ADULT PARTICIPANTS

School Personnel	194 and Supportive Services
School Personnel (Summer)	62 and Supportive Services
Parents	
Commmunity Personnel	60 (Summer)

PROJECT COST $ 2,591,148

ADDENDUM B

TABLE C

PARENT RESPONSES

ITEM	FREQUENCY YES	 NO
Do you feel your child benefited from participating in the program?	407	10
Did you receive information about the program?	325	88
Do you think your child was enrolled in the program he needed most?	390	13
Would you like to have this program continued?	414	2
Did you visit the school?	277	109

Table C is based on Form 020DG. N = 417

TABLE D

CLASSROOM TEACHER RATINGS

ITEM	Doesn't Apply	None	Some	Much	Very Much	Median*
Improvement of pupil reading skills	34	12	183	191	157	2.9
Improvement of pupil learning skills	25	13	214	172	138	2.7
Appropriate selection of pupils	31	10	133	212	163	3.0
Increasing parent participation	72	166	219	49	41	1.8

Table D is based on Form 020FG. N = 577
*Based on a 1 - 4 scale.

TABLE E

READING SPECIALIST RATINGS

	FREQUENCY				
ITEM	Quite inadequate	Less than Adequate	Adequate	Highly Adequate	Median*
Improvement of pupil academic skills	1	2	92	52	3.3
Improvement of pupil attitudes	1	0	38	109	3.8
Placement of pupils	2	21	98	17	3.0
Availability of supplies	3	18	72	56	3.2
Availability of equipment	1	18	57	73	3.5
Availability of instructional materials	3	29	73	43	3.1
Suitability of physical facilities	9	28	74	38	3.0
Improvement of parent-school relationships	1	29	84	33	3.0
Assistance from Consultants	3	22	86	33	3.0
Assistance from Counselors	17	25	71	31	3.0
Assistance received in completion of evaluation forms	6	14	82	20	3.0
Overall effectiveness of program	0	6	74	66	3.4
Adequacy of evaluation instruments	16	43	69	7	2.6
Overall value of inservice	15	29	61	13	2.8
Assistance in understanding and communicating with the educationally disadvantaged pupil	9	29	70	25	2.9
Assistance in organizing instructional content to be used in your current assignment	9	20	84	23	3.0
Assistance in teaching techniques relating to your specific assignment	7	18	87	24	3.0
Assistance in developing materials for your assignments	4	22	87	24	3.0

Table E is based on Form 020BG.
*Based on a 1 - 4 scale.

N = 150

TABLE F

ADMINISTRATIVE RATINGS

ITEM	FREQUENCY Quite inadequate	 Less than Adequate	 Adequate	 Highly Adequate	Median*
Improvement of pupil academic skills	0	2	36	17	3.2
Improvement of pupil attitudes	0	1	19	36	3.7
Placement of pupils	0	6	31	14	3.1
Availability of supplies	1	9	19	27	3.4
Availability of equipment	1	6	18	31	3.6
Availability of instructional materials	2	4	25	25	3.4
Suitability of physical facilities	6	11	19	20	3.1
Improvement of parent-school relationships	0	3	38	14	3.1
Assistance from Consultants	5	8	31	10	3.0
Counselors' role in assisting teachers and parents	2	9	35	5	2.9
Counselors' role in assisting with learning and behavior difficulties of children	4	9	29	6	2.9
Overall effectiveness of program	0	3	35	17	3.2
Adequacy of evaluation instruments	6	10	31	4	2.8
Value of inservice	3	6	29	10	3.0
Have you seen last year's evaluation report?		Yes 18		No 34	

N = 56

Table F is based on Form 020AG.
*Based on a 1 - 4 scale.

ADDENDUM C

020

TABLE G

CONSULTANT RATINGS

ITEM	FREQUENCY				
	Quite inadequate	Less than Adequate	Adequate	Highly Adequate	Median*
Improvement of pupil academic skills	0	0	7	0	3.0
Improvement of pupil attitudes	0	0	1	6	3.9
Placement of pupils	0	3	4	0	2.6
Availability of supplies	2	3	2	0	2.2
Availability of equipment	2	4	1	0	2.0
Availability of instructional materials	2	2	2	1	2.5
Suitability of physical facilities	1	2	4	0	2.7
Improvement of parent-school relationships	0	3	3	1	2.8
Counselors' role in assisting teachers and parents	3	2	1	1	2.5
Counselors' role in assisting with learning and behavior difficulties of children	4	1	2	0	1.3
Overall effectiveness of program	0	3	3	1	2.8
Adequacy of evaluation instruments	3	3	1	0	2.1
Overall value of inservice	2	1	2	2	3.0
Assistance in understanding and communicating with the educationally disadvantaged pupil	1	1	4	1	2.7
Assistance in organizing instructional content to be used in your current assignment	1	5	0	0	2.8
Assistance in teaching techniques relating to your assignment	1	1	4	0	2.7
Assistance in developing materials for your assignments	1	0	2	1	1.5

Table G is based on Form 020CG. Maximum N = 7
*Based on a 1 - 4 scale.

TABLE H

PARENT RESPONSES - SUMMER EXTENSION

ITEM	FREQUENCY YES	FREQUENCY NO
Do you think that your child improved his reading skills this summer?	300	21
Does your child spend more time now reading at home than before the summer program?	247	68
Do you think that reading is the subject in which your child needed most help?	269	68
Did you receive information about Summer School?	275	38
Does the school sufficiently inform you about its summer activities?	225	42
Do you feel that you can contact the school when you have a problem?	298	13
Did you visit any of the reading classes this summer?	48	262
Would you like to have your child enrolled in this type of class next summer?	316	7
Do you think the school people know and understand your child?	286	12

Table H is based on Form 020D. N = 337

TABLE I

TEACHER RATINGS - SUMMER EXTENSION

ITEM	FREQUENCY In-effective	Somewhat Effective	Effective	Very Effective	Median*
Overall effectiveness	0	1	22	32	3.6
Placement of pupils	4	18	25	7	2.7
Improvement of parent-school relationships	3	22	16	9	2.5
Effectiveness of aides	1	0	5	49	3.8
Assistance from Consultant	2	3	18	23	3.0
Suitability of this evaluation instrument	4	15	22	10	2.8
Overall value of preservice	1	8	16	26	3.6
Assistance in organizing instructional content for use in your current assignment	1	7	20	24	3.1
Assistance in teaching techniques relating to your specific assignment	4	8	13	26	3.5
Assistance in developing materials for your assignments	1	6	21	25	3.7

Table I is based on Form 020B. Maximum N = 55

*Based on a 1 - 4 scale.

ADDENDUM C

TABLE J

READING SPECIALIST MATERIAL RATINGS

	FREQUENCY					
	Material Not Used	In-effective	Somewhat Effective	Effective	Very Effective	Median*
Bank Street Readers	58	2	17	17	47	3.6
Detroit Basal Readers	55	3	10	18	55	3.7
Science Linguistic Readers	85	5	15	16	14	2.8
McKee Basal Readers	65	2	14	25	31	3.3
Sounds of Language Readers	70	6	15	26	19	3.0
Multi-Ethnic Basal Readers	83	4	14	12	28	3.4
Dolch Basic Vocabulary Readers	72	8	22	22	16	2.7
Sailor Jack	71	3	28	20	17	2.6
Dan Frontier	67	3	23	23	26	3.0
Jim Forest	86	2	23	18	10	2.6
S.R.A. Reading Kit - la	34	0	16	31	0	3.6
Ginn Language Kit A	20	2	6	23	36	3.6
Ginn Language Kit B	25	2	3	22	29	3.5
Urban Development Pictures	30	4	18	14	18	2.9
Treasure Chest for Reading Readiness	54	0	3	7	21	3.8
Speech to Print Phonics Kit	23	0	8	20	35	3.6
Childcraft	23	1	12	23	27	3.3
Language Experiences in Reading	27	1	8	28	20	3.2
Appreciate Your Country Series	82	1	1	0	1	2.0
Chandler Readers	78	1	4	17	39	3.7
S.R.A. Reading Kit - 1	74	0	7	21	34	3.6
Peabody Language Kit A	91	1	8	17	12	3.1
Visual Experiences for Creative Growth	80	0	6	26	21	3.3
Tell-a-Story Set 1 and Set 2	87	0	12	23	12	3.0
Programmed Reading and Storybooks	83	0	6	18	27	3.6
S.R.A. Learning to Think Series	95	4	12	12	12	2.8
Reading Skill Builders	76	0	15	26	15	3.0
Weekly Readers	78	2	11	29	15	3.0
Words in Action	94	1	10	24	7	2.9

N = 145

Table J is based on Form 020E.
*Based on a 1 - 4 scale.

TABLE K

READING SPECIALIST MATERIAL RATING

Most Effective	N	Least Effective	N
FILMSTRIPS (Silent)			
Learning Letter Sounds	22	Reading for Meaning	12
Eye Gate Series	21	Eye Gate Series	10
Fairy Tales and Friendship Fables	18		
No Comment	28	No Comment	88
FILMSTRIPS (Sound)			
S.V.E. Filmstrips	26	Weston Woods Studios	6
Weston Woods Studios	20	S.V.E. Filmstrips	6
Caps for Sale	14	Childs World of Sound	3
No Comment	28	No Comment	93
RECORDS			
Best in Children's Literature	47	Best in Children's Literature	8
Listen and Do	26	Thanksgiving and Easter	6
Fun with Language	18	The Story Hour	5
No Comment	26	No Comment	101

Table K is based on Form 020E. N = 145

TABLE L

READING SPECIALIST RATINGS-READING MATERIALS

	FREQUENCY					
TITLE	Material Not Used	In-effective	Somewhat Effective	Effective	Very Effective	Median*
Learning Time with Language	10	1	10	13	18	3.3
The Cat in the Hat Dictionary	1	2	12	21	19	3.1
New Science Reading Adventures	3	2	13	22	11	2.8
Phonics and Word Power	1	0	11	19	23	3.0
Read Study Think - Buddy's Puzzles	2	0	15	20	17	3.0
Zip's Book of Animals	3	2	16	18	16	2.9
Zip's Book of Puzzles	3	2	15	20	14	3.0
Danny and the Dinosaur	0	2	5	14	32	3.7
Little Bear	1	1	7	21	24	3.3
Little Bear's Friend	0	2	7	27	19	3.2
Little Runner of the Longhouse	4	2	14	22	11	2.9
Tell Me Some More	2	0	12	21	19	3.2
Big Whistle, The	3	2	20	13	12	2.6
Boys and Girls at Work	2	2	3	9	38	3.8
Come Out	0	3	0	13	38	3.8
Monkey, The	1	3	1	9	40	3.8
New Boy	2	2	7	15	28	3.1
Olly's Alligator	2	2	8	15	27	3.0
One, Two, Three	0	2	2	11	38	3.3
Party Book, The	0	2	2	10	40	3.8
Run and Play	2	0	3	10	41	3.8
Something to Tell	3	1	10	19	20	3.2
Spaceship of Your Own	3	5	19	14	14	2.6
That Smart Dog Sam	2	0	11	22	18	3.2

(continued)

TABLE L (continued)

READING SPECIALIST RATINGS-READING MATERIALS

TITLE	FREQUENCY Material Not Used	In-effective	Somewhat Effective	Effective	Very Effective	Median*
Three Billy Goats Gruff	1	0	4	10	40	3.8
Andy and the Lion	0	3	8	22	23	3.3
Barney's Adventure	2	2	14	19	18	3.1
Biggest Bear, The	2	2	11	24	17	3.1
Brave Daniel	1	0	16	17	22	3.2
Bread and Jam for Frances	23	0	10	5	12	3.2
Caps for Sale	28	1	3	9	7	3.2
Carrot Seed, The	0	1	4	21	28	3.0
Case of the Hungry Stranger, The	2	3	14	18	17	3.0
Charlie The Tramp	4	2	16	22	11	2.8
Crictor	3	3	10	20	18	3.2
Curious Cow, The	23	3	3	7	6	3.0
Curious George	1	0	3	13	38	3.8
Curious George Gets a Medal	1	0	3	12	39	3.8
Curious George Rides a Bike	1	0	3	13	39	3.8
Curious George Takes a Job	1	0	3	13	38	3.8
Did You Ever See?	0	1	4	9	41	3.8
Fortunately	1	3	8	11	32	3.7
Harold and the Purple Crayon	1	1	11	17	26	3.4
"I Can't," said the Ant	0	0	10	20	21	3.3
I Know an Old Lady	0	0	5	11	39	3.8
In the Forest	1	0	15	21	16	3.0
Indian Two Feet and His Horse	0	2	6	29	18	3.2
Little Raccoon and the Outside World	3	1	12	24	14	3.0
Lucky and the Giant	2	3	10	20	19	3.2

(continued)

TABLE L (continued)

READING SPECIALIST RATINGS-READING MATERIALS

TITLE	FREQUENCY Material Not Used	In-effective	Somewhat Effective	Effective	Very Effective	Median*
Mighty Hunter, The	2	3	12	19	18	3.1
My Box and String	1	0	7	23	24	3.4
Nobody Listens to Andrew	17	3	8	13	8	2.9
Olaf Reads	4	1	10	21	18	3.2
One, Two, Three Going to See	0	1	9	21	22	3.2
Rabbit and Skunk and the Scary Rock	1	1	13	19	20	3.4
Red Fox and His Canoe	1	1	14	16	21	3.2
Robert Francis Weatherbee	2	2	8	23	18	3.2
Story About Ping	1	3	11	15	24	3.3
Too Much Noise	2	1	10	21	19	3.2
What Do You Say Dear?	2	2	7	22	22	3.3
What is a Frog?	28	1	6	10	2	2.7
Where Have You Been?	3	1	9	21	18	3.2
Where is Everybody?	2	0	9	24	18	3.2

Table L is based on form 020B. *Based on a 1 - 4 scale N = 56

ENGLISH AS A SECOND LANGUAGE

Division of Elementary Education

1.00 DESCRIPTION

The English as a Second Language (ESL) component, now in its third year, served pupils who were unable to speak English or who had marked difficulty speaking English because of a foreign language spoken at home. The component provided for 19 teachers and two consultants. In the initial stages of the program the audio-lingual approach was emphasized. Vocabulary development utilized selected language patterns, ideas, concepts, interests, and experiences already familiar to pupils. Teachers provided opportunities for reading as soon as pupils gained some background in listening and speaking. Pupils next learned to write, using materials from the regular reading program and examples from their actual speech.

The summer extension of this component provided more instructional time for extensive linguistic practice than did the September through June phase. The aural-oral approach was used to teach English sentence patterns and to introduce oral reading and writing. Curricular trips, physical education, rhythms, and art were made an integral part of the component.

2.00 OBJECTIVES

-To improve the verbal functioning level of the children

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at 22 schools. The summer extension of this component served grades K-6 in 24 schools from July 8 to August 16, 1968.

3.20 Pupils

Pupils from kindergarten through sixth grade were served. They were predominantly from Spanish-speaking homes and were initially identified and recommended by their classroom teachers. Referrals for this program were screened by school personnel. English as a Second Language teachers screened pupils through oral interviews and diagnostic tests to determine comprehension, pronunciation, and use of English speech patterns. The component served 1277 pupils in 22 schools.

The summer component provided instruction to 754 pupils. The participants consisted of pupils who were already enrolled during the September through June phase of the program, and also pupils new to the program.

3.40 Activities

3.41 Staff Activities

Consultants planned and conducted - during the first two weeks of the fall semester - ten days of inservice education for teachers new to the program. Subject matter included the problems and needs of non-English-speaking children; English phonology, morphology, and syntax; the aural-oral approach; second-language teaching techniques and procedures; procedures in the administration of screening devices; writing of dialogs; program organization; articulation with regular classroom teachers; the construction of audio-visual aids such as charts, puppets, flannel board cutouts, tapes for the tape recorder, and transparencies for the overhead projector.

Consultants met with ESL teachers at their individual schools to help them with their needs. Some needs were met with consultations, others by demonstrations of second-language teaching techniques and procedures.

Consultants developed and wrote guidelines for the program and met with a committee chairman to discuss, evaluate, and approve them.

Consultants met regularly with two ESL curriculum writers to give them guidance and assistance in writing teacher and pupil materials. Other ESL teacher duties included conferring with the regular classroom teachers to insure ESL articulation with the Guidance and Child Welfare and Attendance Counselors, and conferring with parents to promote parent involvement in the program.

Prior to the beginning of the summer component, consultants planned and conducted three inservice meetings for teachers. Subject matter included problems and needs of non-English-speaking children, some linguistics, the aural-oral approach to the teaching of a second language, the construction of audio-visual aids such as charts, puppets, and flannel board cutouts, and an overview of new teaching techniques and procedures. During the summer, pupils received 90 minutes of instruction per day in groups ranging from 9 to 15 pupils.

3.42 Pupil Activities

Participating pupils received intensive aural-oral instruction. The instructional periods lasted 30 minutes to one hour, and class size ranged from 9 to 15 pupils. Pupils were provided with opportunities to develop skills in listening, hearing with understanding, and speaking. Intensive practice of English sentence patterns concentrated on grammar, intonation, and pronunciation. After the pupils had internalized the English patterns presented to them, reading and writing skills were introduced.

Instruction was imbedded in dialogs, stories, poetry, dramatic play, games, songs, and recordings on records and tapes. The experiences in which the pupils were involved were based on real life situations, such as a first day at school, attending a birthday party, and shopping at a supermarket. Extensive use was made of realia, overhead projector transparencies, the tape recorder, tapes, pictures, toys, play money, films, filmstrips, flannel boards, cutouts, hand puppets, marionettes, and toy telephones.

3.50 Specialized Materials, Supplies, and Equipment

The Miami Linguistic Reader Series, including teachers' manuals, two large chart and picture books, individual children's readers, and seatwork materials, were used by all the teachers. The English Reader Series (published by Ginn and Company) with teachers' manuals and readers for children were also used by teachers who had advanced pupils. Some teachers also used dialogs they themselves had written. Additionally, each teacher received hand puppets, play money, a wooden calendar, marionettes, a small stage, a flannel board, cutouts, a playhouse set with furniture accessories, toy telephones, toy cookware, and dishes. Equipment included tape recorders, record players, filmstrip projectors, overhead projectors, and headsets for listening centers and viewing centers.

3.60 Personnel and Logisitical Problems

Needs that became evident were: additional inservice education during the semester to qualify teachers to teach ESL, since the introductory inservice education was not sufficient; retention of pupils in the program for a sufficient length of time to obtain desirable language proficiency; accommodation of pupils on waiting lists; permanent physical facilities for ESL classes since many classes used locations such as auditorium stages, teacher workrooms, book rooms, and rooms divided to accommodate two classes; more consultant time to provide adequate assistance to teachers; and better diagnostic and evaluation instruments.

During the summer, consultants cited the need for employing experienced English as a Second Language teachers.

4.00 EVALUATION

4.10 Design

The objectives of the component were evaluated according to the following variables: scores on the English Proficiency Test and parent and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

-Form 020AG, Administrative Evaluation

-Form 020BG, Teacher Evaluation

-Form 020DG, Parent Questionnaire

-Form 020FG, Regular Classroom Teacher Evaluation

-Form 021A, English Proficiency Test

-Form 021B, Teacher Evaluation (of summer extension)

-Form 021D, Parent Questionnaire (of summer extension)

4.20 Attainment of Objectives

4.21 Objective: To improve the verbal functioning level of the children.

The English Proficiency Test was administered to ESEA pupils and to a comparison group both in October 1967 and in May 1968. The comparison group was composed of pupils who qualified for ESL instruction but were not in the program because of a shortage of either teachers or physical facilities. A revised form of the English Proficiency Test consisted of three parts: Part I, Listening Comprehension; Part II, Oral Expression - Language Patterns; Part III, Oral Expression - Translation. The means for both groups are shown in Table A. The ESEA group had higher pre mean scores on Parts I and III than had the comparison group so the data was subjected to analysis of covariance. The difference between the adjusted means on Parts I and II was not significant. The difference between the adjusted means on Part III was significant at the .01 level in favor of the ESEA group.

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
ENGLISH PROFICIENCY TEST, PART I Listening Comprehension				
ESEA Title I	245	23.07	26.19	25.65
Comparison	218	20.53	25.27	25.84
			F (1,460) = .553	
ENGLISH PROFICIENCY TEST, PART II Language Patterns				
ESEA Title I	245	7.09	8.40	8.60
Comparison	218	7.28	8.60	8.39
			F (1,460) = .923	
ENGLISH PROFICIENCY TEST, PART III Translation				
ESEA Title I	245	6.33	8.77	10.14
Comparison	218	5.29	9.87	8.25
			F (1,460) = 43.69 **	

Table A is based on Form 021A.

** Sig. at .01

4.22 Objective: To identify specific strengths and weaknesses of the project.

Parents indicated that pupils benefited from the program. They reported they knew about the component and wanted it continued (Table B, Addendum C).

Table F, Addendum C, based on parents' responses to a questionnaire for the summer extension, showed overwhelming approval for the component. Ninety-five percent of 400 parents responding indicated that their children improved in English. Parent comments were favorable toward the component.

Classroom teachers indicated (Table C, Addendum C) that selection of pupils was appropriate, and noted some improvement in skills in speech, in reading, and in writing. Parent participation, according to regular classroom teachers, increased very little.

ESL teachers and administrators indicated improvement in pupil academic skills and attitudes. They also reported that selection of pupils was adequate. ESL teacher ratings are shown in Table D and administrative ratings in Table E. These tables will be found in Addendum C.

The 19 summer extension teachers responding indicated that the component was "Effective" or "Very Effective". All median ratings were 2.6 or higher on a 4-point scale (Table G, Addendum C). Of the 19 teachers responding, 17 indicated that they took their pupils on two field trips and two took their pupils on three field trips.

4.30 Outcomes

The adjusted mean scores of the ESEA group on Parts II and III of the English Proficiency Test were higher than the adjusted mean scores of the comparison group. The difference on Part III was statistically significant.

Parents responded positively to the component and wanted it continued.

ESL teachers, classroom teachers, and administrators reported that the component improved pupil attitudes and academic skills.

5.00 CONCLUSIONS

Pupil scores on the English Proficiency Test indicated that the objective to improve the verbal functioning level of children was attained to a higher degree in the ESEA group than in the comparison group.

Parent and staff ratings indicated that the component was effective.

6.00 RECOMMENDATIONS

This component should be continued and expanded. Existing physical facilities should be improved, and new facilities added as needed. Hiring of highly qualified teachers or providing a thorough pretraining period for teachers new to the program should receive maximal attention.

Inservice and preservice education should be expanded.

ESEA Elementary Design #021

PROJECT: English as a Second Language

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the verbal functioning level of the children	Scores on English Proficiency Test	English Proficiency Test (021A)	Comparison of pre and post scores focusing on English proficiency and readiness to participate in the regular program. Twenty ESEA and twenty comparison pupils in each school.
To identify specific strengths and weaknesses of of the project	Parent and staff ratings	Parent Questionnaire (020DG) Regular Classroom Teacher Evaluation (020FG) Teacher Evaluation (020BG) Administrative Evaluation (020AG)	To be completed by parents, regular classroom teachers, teachers, and principals
		Parent Questionnaire (021D) Teacher Evaluation (021B)	To be completed by parents and teachers in the summer extension program

PROJECT NAME ENGLISH AS A SECOND LANGUAGE Code 021

Beginning date 9-11-67 Ending date 8-16-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K	268	
1	268	
2	210	
3	216	
4	111	
5	93	
6	111	
7		
8		
9		
10		
11		
12		
Ungraded	754 (Summer)	
TOTAL	2,031	

NUMBER OF ADULT PARTICIPANTS

School Personnel	21 and Supportive Services
School Personnel (Summer)	26 and Supportive Services
Parents	
Community Personnel	

PROJECT COST $ 314,091

ADDENDUM B

021

TABLE B

PARENT RESPONSES

ITEM	FREQUENCY YES	FREQUENCY NO
Do you feel your child benefited from participating in the program?	430	5
Did you receive information about the program?	374	64
Do you think your child was enrolled in the program he needed most?	426	14
Would you like to have this program continued?	447	3
Did you visit the school?	325	124

Table B is based on Form 020DG. N = 450

TABLE C

REGULAR CLASSROOM TEACHER RATINGS

ITEM	Doesn't Apply	None	Some	Much	Very Much	MEDIAN*
Improvement of pupil speaking skills	39	11	115	93	91	2.8
Improvement of pupil reading skills	61	21	126	78	44	2.4
Improvement of pupil writing skills	65	44	141	56	28	2.1
Appropriate pupil selection	64	2	49	99	131	3.4
Increasing parent participation	85	123	82	29	13	1.5

Table C is based on Form 020FG. N = 349
*Based on a 1 - 4 scale.

ADDENDUM C

TABLE D

ESL TEACHER RATINGS

ITEM	FREQUENCY				
	Quite inadequate	Less than Adequate	Adequate	Highly Adequate	Median*
Improvement of pupil academic skills	0	4	7	6	3.1
Improvement of pupil attitudes	0	0	2	17	3.9
Placement of pupils	0	2	8	7	3.3
Availability of supplies	1	3	7	8	3.3
Availability of equipment	1	1	7	10	3.5
Availability of instructional materials	1	4	10	4	3.0
Suitability of physical facilities	3	2	7	7	3.1
Improvement of parent-school relationships	1	6	7	5	2.9
Assistance from Consultants	0	4	9	4	3.0
Assistance from Counselors	0	1	6	0	2.9
Assistance received in completion of evaluation forms	0	1	8	5	3.2
Overall effectiveness of program	0	3	4	11	3.7
Adequacy of evaluation instruments	2	9	3	2	2.2
Overall value of inservice	3	2	3	6	3.2
Assistance in understanding and communicating with the educationally disadvantaged pupil	1	1	10	3	3.0
Assistance in organizing instructional content to be used in your current assignment	1	5	8	2	2.8
Assistance in teaching techniques relating to your specific assignment	1	4	8	4	2.9
Assistance in developing materials for your assignments	1	3	7	5	3.1

Table D is based on Form 020BG. N = 19

*Based on a 1 - 4 scale.

TABLE E

ADMINISTRATIVE RATINGS

ITEM	FREQUENCY Quite inadequate	Less than Adequate	Adequate	Highly Adequate	Median*
Improvement of pupil academic skills	0	2	9	7	3.3
Improvement of pupil attitudes	0	1	4	13	3.8
Placement of pupils	0	1	9	7	3.3
Availability of supplies	3	4	4	7	3.0
Availability of equipment	2	3	5	8	3.3
Availability of instructional materials	2	5	5	6	2.9
Suitability of physical facilities	4	5	4	5	2.5
Improvement of parent-school relationships	0	2	7	9	3.5
Assistance from Consultants	2	6	7	2	2.6
Counselors' role in assisting teachers and parents	0	3	12	1	2.9
Counselors' role in assisting with learning and behavior difficulties of children	0	3	10	2	3.0
Overall effectiveness of program	0	3	8	7	3.3
Adequacy of evaluation instruments	1	2	13	1	2.9
Value of inservice	0	3	9	1	2.9
Have you seen last year's evaluation report?		Yes 8	No 9		

Table E is based on Form 020AG.
*Based on a 1 - 4 scale.

N = 18

ADDENDUM C

TABLE F

PARENT RESPONSES - SUMMER EXTENSION

ITEM.	FREQUENCY YES	FREQUENCY NO
Do you think that your child improved his English this summer?	382	18
Does your child spend more time now speaking English than he did before the summer program?	379	15
Do you think that English is the subject in which your child needed most help?	374	14
Did you receive information about Summer School?	369	22
Does the school sufficiently inform you about its summer activities?	344	39
Do you feel that you can contact the school when you have a problem?	366	23
Did you visit any of the English as a Second Language classes this summer?	103	281
Would you like to have your child enrolled in this type of class next summer?	385	4
Do you think the school people know and understand your child?	385	9

Table F is based on Form 021D.

N = 400

TABLE G

ESL TEACHER RATINGS - SUMMER EXTENSION

ITEM	FREQUENCY In-effective	Somewhat Effective	Effective	Very Effective	Median*
Overall effectiveness	0	0	8	11	3.6
Placement of pupils	1	3	12	3	3.0
Improvement of parent-school relationships	1	5	8	4	2.8
Assistance from Consultant	1	2	5	7	3.1
Suitability of field trips	0	3	5	11	3.6
Suitability of this evaluation instrument	1	8	8	1	2.6
Overall value of preservice	3	0	4	4	3.1
Assistance in organizing instructional content for use in your current assignment	3	1	6	4	3.0
Assistance in teaching techniques relating to your specific assignment	2	1	7	4	3.1
Assistance in developing materials for your assignments	3	4	4	4	2.6

Table G is based on Form 021B.
*Based on a 1 - 4 scale.

N = 19

ADDENDUM C

TEACHER-LIBRARIAN

Division of Elementary Education

1.00 DESCRIPTION

This component, now in its third year, involved the assignment of teacher-librarians who, in cooperation with classroom teachers, taught library skills, reading appreciation, and comparative literature, and gave pupils individual help in selecting and checking out library books.

All pupils, from preschool through sixth grade, had weekly contact with the teacher-librarian who was assigned to two schools on a scheduled half-time basis. Upper-grade pupils were usually scheduled for a weekly period in the library. Preschool and primary classes used the library or were visited by the teacher-librarian.

2.00 OBJECTIVES

-To improve classroom performance in other skill areas (library skills) beyond usual expectations

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 in 56 schools.

3.20 Pupils

Approximately 54,541 pupils were served each week.

3.40 Activities

3.41 Staff Activities

Five days of preservice education were provided for teacher-librarians new to the program to improve their competence in the mechanics of library management. Inservice education was available from February to April of 1968 to add to the teacher-librarian's knowledge of books in the school libraries, as well as of significant educational trends. In addition, many teacher-librarians took part in presenting to elementary administrators and supervisors activities that were taking place in the Teacher-Librarian program.

3.42 Pupil Activities

Pupils participated in library clubs, choral reading, story telling, and dramatizations; made dioramas, puppets, and illustrations; taped stories to share with pupils in their own classes; and conducted research on assigned topics.

3.50 Specialized Materials, Supplies, and Equipment

Each school received the allotment necessary for supplies of book cards, pockets, catalog cards, meding tape, and display paper.

3.60 Personnel and Logistical Problems

A majority of teachers reported that children were not allowed to take books home and that their school libraries were closed before and after school. Library hours were limited by the assignment of each teacher-librarian to two schools.

Teacher-librarians reported that the number of books was inadequate.

Administrator comments indicated that the teacher-librarian time allotted to each school was inadequate as was the number of books available to each school.

4.00 EVALUATION

4.10 Design

Objectives in this component were evaluated according to scores on the Library Skills Test and ratings by staff members.

The following instruments were used to collect information on the variables:

- Form 020BG, Teacher Evaluation
- Form 022B, Regular Classroom Teacher Evaluation
- Form 020AG, Administrative Evaluation
- Form 022A, Library Skills Test

4.20 Attainment of Objectives

4.21 Objective: To improve classroom performance in other skill areas beyond usual expectations.

The Library Skills Test devised by the Office of Research and Development with the cooperation of the Elementary Library Section was revised in October 1967. Reliabilities computed by the Kuder-Richardson Formula 20 were .89 for fourth-grade pupils and .94 for sixth-grade pupils. The test was administered in October 1967 and in May 1968 to ESEA pupils and to a comparison group of pupils in ESEA project schools that did not have a teacher-librarian position. The mean scores of fourth- and sixth-grade pupils are listed in Table A. The fourth-grade comparison group had a higher pretest mean than the ESEA group; however, the posttest mean indicates that the ESEA group caught up with the comparison group. Differences between the adjusted means were not statistically significant. The sixth-grade ESEA group had higher pretest and posttest mean scores than the comparison group. The difference between the adjusted means was significant only for grade six and then at the .05 level.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Table B indicates the means of sample groups of pupils from schools having the teacher-librarian program since the inception of ESEA projects in 1966.

Classroom teachers noted some improvement in pupils' reading and library skills. However, little, if any, increase in parent participation was reported. Classroom teachers commented that pupils should be allowed to take books home. Table C shows classroom teacher responses.

Teacher-librarians were satisfied with improvement in pupil academic skills and attitudes. Table D indicates that teacher-librarians rated the component items as adequate. Inservice education was rated as highly adequate. Fourteen teacher-librarians recommended that every school should have a full-time teacher-librarian.

Administrators indicated that improvement of pupil academic skills and attitudes was adequate. Administrator responses are shown in Table E. Fifteen administrators recommended that the teacher-librarian should serve full time at one school. Ten commented that libraries should be open before and after school.

4.30 Outcomes

Scores on the Library Skills Test indicated that pupil classroom performance in library skills in ESEA schools had improved whether or not a teacher-librarian was assigned.

Of 322 classroom teachers responding, 85 percent noted improvement in pupil reading; and 93 percent of 332 responding noted improvement in library skills. Teachers indicated a need for books to be available for home use and for the library to be open before and after school.

Teacher-librarians reported pupil improvement in academic skills and attitudes as satisfactory. They rated the component as "Adequate" or "Highly Adequate".

Teacher-librarians were critical of the small number of books available.

Administrators rated improvement of pupil academic skills and attitudes as adequate.

5.00 CONCLUSIONS

Scores on the Library Skills Test indicated that pupils who had the help of a teacher-librarian did not achieve significantly more in library skills than pupils who did not have the help. One explanation may be that teachers have concentrated on library skills as a result of having given the Library Skills Test to their pupils. It is also possible, that the longer a school has an effectively functioning library, the more proficient pupils become in library skills.

Staff ratings indicate improvement in pupil reading and library skills. Both teacher-librarians and administrators noted improvement in pupil attitudes.

6.00 RECOMMENDATIONS

Provisions should be made to allow additional libraries to be open before and after school.

The purchase of additional books is recommended to permit pupils to take books into the home.

Teachers of control classes might have emphasized the teaching of library skills as a result of needs made apparent through the initial administration of the Library Skills Test. It is suggested that this aspect be investigated in the future.

ESEA Elementary Design #022

PROJECT: Teacher-Librarian

OBJECTIVE	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve classroom performance in other skill areas (library skills) beyond usual expectations	Scores on Library Skills Tests	Library Skills Test (022A)	Pre and post N=900 Developed by panel of professional experts (library supervisor and consultants) fifteen schools - one class at 4th and 6th grade level in each school and eight control schools
To identify specific strengths and weaknesses of the project	Staff ratings	Regular Classroom Teacher Evaluation (022B) Teacher Evaluation (020BG) Administrative Evaluation (020AG)	To be completed by regular classroom teachers, teachers, and principals in fifty-eight schools

PROJECT NAME TEACHER-LIBRARIAN Code 022

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K	7,725	
1	8,761	
2	7,863	
3	7,317	
4	6,944	
5	6,596	
6	6,237	
7		
8		
9		
10		
11		
12		
Ungraded	3,098	
TOTAL	54,541	

NUMBER OF ADULT PARTICIPANTS

School Personnel 26

Parents

Commmunity Personnel

PROJECT COST $ 367,408

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
LIBRARY SKILLS TEST - Grade 4				
ESEA Title I	331	20.51	22.38	22.48
Comparison	140	21.13	22.44	22.21
			F (1,468) = .283	
LIBRARY SKILLS TEST - Grade 6				
ESEA Title I	275	26.08	28.43	28.19
Comparison	176	25.09	27.16	27.52
			F (1,449) = 3.938*	

Table A is based on Form 022A.

*Sig. at .05

TABLE B

POST MEANS ON LIBRARY SKILLS TESTS FOR ESEA GROUPS AT SCHOOLS WITH TEACHER-LIBRARIAN

	May 1966	May 1967	May 1968
Fourth Grade	19.9	24.0	22.4
Sixth Grade	24.0	28.4	28.4

Table B is based on Form 022A.

TABLE C

REGULAR CLASSROOM TEACHER RATINGS AND RESPONSES

ITEM	Doesn't apply	None	Some	Much	Very Much	Median*
Improvement of pupil library skills	24	20	142	101	69	2.5
Improvement of pupil reading skills	33	48	194	59	21	2.1
Utilizing library resources	22	30	158	82	61	2.4
Increasing parent participation	162	121	62	2	3	1.3

	YES	NO
Were there parent aides?	37	302
Were students trained as aides?	235	101
Could pupils take library books home?	54	292
Did books circulate in school only?	295	42
Was library open before school?	84	260
Was library open after school?	116	225

	OPEN	SCHEDULED	BOTH
How library operated during school hours	11	253	80

	0	1-15	16-30	31-60	60 Plus
Minutes library was open before and after school	152	26	66	46	20

Table C is based on Form 022B.
*Based on a 1 - 4 scale.

N = 358

TABLE D

TEACHER-LIBRARIAN RATINGS

ITEM	FREQUENCY					Median*
	Doesn't Apply	Quite Inadequate	Less than Adequate	Adequate	Highly Adequate	
Improvement of pupil academic skills	8	0	3	13	6	3.1
Improvement of pupil attitudes	4	0	0	16	12	3.4
Placement of pupils	19	0	1	10	1	3.0
Availability of supplies	0	1	6	17	8	3.1
Availability of equipment	0	3	6	15	6	2.9
Availability of instructional materials	2	2	5	17	5	2.9
Suitability of physical facilities	0	3	3	15	11	3.2
Improvement of parent-school relationships	13	2	2	12	2	2.9
** Effectiveness of aides	16	4	3	5	3	2.6
Assistance received in completion of evaluation forms	4	1	1	17	8	3.2
Overall effectiveness of program	4	1	1	12	15	3.5
Adequacy of evaluation instruments	9	1	5	16	0	2.8
Overall value of inservice	9	3	2	5	13	3.6
Assistance in understanding and communicating with the educationally disadvantaged pupil	9	1	7	11	2	2.7
Assistance in organizing instructional content to be used in your current assignment	3	2	4	13	7	3.0
Assistance in teaching techniques relating to your specific assignment	6	2	3	12	6	3.0
Assistance in developing materials for your assignments	5	1	5	11	6	3.0

N = 33

Table D is based on Form 020BG.
*Based on a 1 - 4 scale.
** Aides were parent volunteers.

ADDENDUM C

TABLE E

ADMINISTRATIVE RATINGS

ITEM	FREQUENCY Doesn't Apply	Quite Inadequate	Less than Adequate	Adequate	Highly Adequate	Median*
Improvement of pupil academic skills	1	0	3	22	11	3.2
Improvement of pupil attitudes	0	0	1	17	18	3.5
Placement of pupils	14	1	4	8	9	3.2
Availability of supplies	0	3	10	18	6	2.8
Availability of equipment	0	2	7	18	10	3.0
Availability of instructional materials	1	3	11	16	5	2.7
Suitability of physical facilities	0	0	2	12	23	3.7
Improvement of parent-school relationships	1	0	2	27	6	3.1
**Effectiveness of aides	29	0	1	3	2	3.2
Overall effectiveness of program	0	0	4	16	14	3.3
Adequacy of evaluation instruments	7	3	8	16	0	2.7
Value of inservice	6	2	3	18	4	3.0
Have you seen last year's evaluation report?		Yes 9		No 24		

Table E is based on Form 020AG.
*Based on a 1 - 4 scale.
** Aides were parent volunteers.

N = 37

ADDENDUM C

ENRICHMENT

Division of Elementary Education

1.00 DESCRIPTION

The component, initiated in the spring of 1966, was designed to provide special instruction and enrichment for pupils of more-than-average capabilities. The Enrichment component provided for 26 Enrichment teachers and one specialist to serve 59 schools. Each Enrichment teacher was assigned to one, two, or three schools. Teachers worked for approximately one hour, twice weekly, with small groups of pupils from grades one through six. Teachers provided individualized enrichment activities, personal guidance to improve pupils' self-concept, and encouragement for pupils to engage in new interests, projects, and leadership endeavors.

Flexible school journey tours, which encompassed the greater Los Angeles area, were planned to extend knowledge and problem-solving skills in mathematics, science, and social studies. Civic awareness was improved through visits to such places as the City Council, Sheriff's Training Center, the Board of Education, colleges, industries, banks, museums, airports, parks, and food distributors.

2.00 OBJECTIVES

-To improve classroom performance in other skill areas beyond usual expectations

-To improve performance as measured by standardized achievement tests

-To provide cultural enrichment

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was conducted in a total of 59 schools from September 11, 1967 to June 14, 1968.

3.20 Pupils

The component served approximately 1838 pupils in grades one through six. Approximately 30 pupils from each school participated in groups ranging in size from seven to ten. Classes met twice a week (including field trips). Responsibility for screening and identifying pupils for inclusion in the Enrichment classes rested with the classroom teacher and school administrator. Factors considered in the selection of pupils included: teacher judgment, potential as determined by test data, special talents, need for incentive, and indications of undeveloped leadership ability.

3.40 Activities

3.41 Staff Activities

Three three-hour preservice meetings were held on September 12, 13, and 14, 1967. Material included orientation of new teachers to component objectives, needs and problems of above-average disadvantaged children, teaching strategies, enrichment units and procedures, school journeys, and selection of multimedia aids.

During the 1967-68 school year, area meetings were conducted for the Enrichment teachers. Three central meetings were conducted by the program specialist on an invitational basis to provide information, stimulation, inspiration, and to encourage teacher interaction.

Enrichment teachers planned with school administrators and regular classroom teachers to insure that enriched experiences were coordinated with the regular program.

3.42 Pupil Activities

Activities were planned in language, mathematics, science, and social studies to enhance pupils' abilities to extend their achievement, to become better problem solvers, to develop new interests and leadership abilities, and to apply new knowledge and values to everyday school and community living.

Specific projects included creative expression and production of stories, poems, plays, and books; development [illegible]ience experiments and mathematical aids and models; puppet making; development of filmstrips, colored slides, photographs, and tape recordings; tutoring and working in teams with other pupils; and numerous community, PTA, and school programs which involved discussions, talks, debates, and plays.

3.50 Specialized Materials, Supplies, and Equipment

Each elementary school received supplies and materials of instruction related to its specific needs. Lists of materials provided to the schools for this purpose included all regular school supplies, plus special-purchase items such as tape recorders, cameras, filmstrip projectors, record players, microscopes, filmstrips, recordings, overhead transparency supplies, science kits, mathematical aids, films, language kits, books, and art supplies.

3.60 Personnel and Logistical Problems

Teachers and administrators indicated the following problems: lack of inservice training, inadequate work space in some schools, inadequate guidelines for identification of potential talent, lack of measures for assessing attitudes and growth of pupils in the component, lack of enrichment units for disadvantaged pupils, and insufficient time for follow up with pupils when three schools were served by one teacher.

4.00 EVALUATION

4.10 Design

Objectives of this component were evaluated according to the following variables: scores on standardized achievement tests, subject and citizenship marks, pupil activities, and parent and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

-Form 020AG, Administrative Evaluation

-Form 020BG, Teacher Evaluation

-Form 020DG, Parent Questionnaire

-Form 020FG, Regular Classroom Teacher Evaluation

-Form 023B, Teacher Rating Scale of Pupil Behavior

-Form R&D 1, Pupil Personnel Information

-California Achievement Test (Upper Elementary, Form W) measured pupil achievement in reading, arithmetic, and language.

-Stanford Reading Test (Primary II, Form W) measured pupil reading vocabulary and comprehension s[illegible]s.

4.20 Attainment of Objectives

4.21 Objective: To improve classroom performance in other skill areas beyond usual expectations.

An analysis of report card data indicated subject marks and attendance improved, but citizenship marks regressed. Differences in subject marks and citizenship marks were small. All of these differences, however, were statistically significant (Table A).

TABLE A

MEANS OF SUBJECT AND CITIZENSHIP MARKS AND ABSENCES

ITEM	Pre	Post	r
Subject Marks	2.82	3.19*	.16
Citizenship Marks	1.37	1.17*	.33
Days Absent	11.46	7.58*	.57

Table A is based on Form R&D 1. *Sig. at .01 N = 241
Grade point averages based on:
A=4, B=3, C=2, D=1, F=0

4.22 Objective: To improve performance as measured by standardized achievement tests.

This objective was assessed by comparing test data for A3 and A5 pupils in the Enrichment program at a sample school against the median test data for that school. This data would also indicate if the better pupils were enrolled in the program.

Table B shows the average total reading raw score of the A3 pupils at sample schools and the median score for the entire A3 class at those schools. Table C indicates the same information for the A5s in the Enrichment program using stanines. The average reading score for A3 pupils in the Enrichment program was stanine 4 and scores ranged from stanine 2 to stanine 9 at different schools.

TABLE B

MEDIAN SCORES OF A3 PUPILS ON THE STANFORD READING TEST*

School Code	Enrichment Group		School Median	
	N	Score	N	Score
007	3	76.0	115	40.0
030	4	46.0	107	28.2
034	2	44.0	61	29.4
037	12	61.3	87	33.8
063	6	64.3	109	38.0
065	5	54.4	70	37.0
074	14	70.3	88	47.5
077	#		119	29.0
081	13	52.0	81	37.8
088	3	90.7	88	68.6
106	2	39.0	111	41.8
119	10	61.5	55	44.0
Total N/Mean	74	55.6	1091	39.3

*Primary II, Form W.
#No data received.

The test scores of A5 pupils in the Enrichment classes ranged from stanine 4 to stanine 7 at different schools. The A5 Enrichment group was generally two stanines higher than the median stanine for the entire A5 class on the different subtests.

TABLE C

STANINE SCORES OF A5 ENRICHMENT PUPILS

AND A5 CLASSES AT SAMPLE SCHOOLS

School Code	Class N	Enrichment N	Reading Vocabulary Class	EG	Reading Comprehension Class	EG	Arithmetic Reasoning Class	EG	Arithmetic Fundamentals Class	EG
001	172	4	2	4	3	5	3	5	3	6
007	110	3	3	6	3	6	3	5	3	6
028	93	6	2	5	2	5	2	4	3	6
043	91	2	2	7	3	6	2	6	3	7
046	87	4	2	5	3	5	3	5	3	4
053	125	5	3	6	3	7	3	7	3	6
072	99	3	3	5	3	6	4	7	3	6
077	77	10	2	4	3	5	2	4	3	5
080	77	7	3	5	2	5	3	4	3	4
088	110	13	5	7	5	7	5	6	5	6
119	74	2	3	6	3	4	3	6	3	4
122	61	5	4	6	4	6	4	8	4	6
N/Mean	1176	64	2.9	5.5	3.1	5.6	3.1	5.6	3.2	5.5

Scores made by the Enrichment pupils are considerably higher than the class medians. The better pupils were enrolled in the Enrichment program and their test scores indicate this. It should be emphasized that the median of the entire A3 or A5 class includes the scores made by the pupils in the Enrichment program.

4.23 Objective: To provide cultural enrichment.

The Office of Research and Development, in cooperation with Enrichment teachers and the consultant for the component, devised a rating scale of pupil behavior as related, in general, to mathematics, language arts, science, and social studies. Pupils were rated at the end of the component and showed a high median rating (2.9 or more on a 4-point scale) on all items (Table D, Addendum C).

An average of five trips was taken by each Enrichment school for the purpose of broadening pupil experience. Varied places in the greater Los Angeles area were visited. These trips were taken in addition to regulary scheduled Enrichment activities.

4.24 Objective: To provide inservice education.

The majority of Enrichment teachers rated the preservice education program as "Adequate" or "Highly Adequate". However, comments by administrators and teachers stated that inservice education was lacking. Also rated "Adequate" or "Highly Adequate" were assistance in understanding and communicating with educationally disadvantaged pupils, assistance in organizing instructional content to be used in the program, assistance in teaching techniques, and assistance in developing materials (Table E, Addendum C).

4.25 Objective: To identify specific strengths and weaknesses of the project.

Almost all of the parents (240 of the 243 responding) indicated that their children benefited from the Enrichment component. Parents also reported that information was received about the program and that they wanted the program to continue. Table F, Addendum C, shows parent responses.

Most classroom teachers thought the program was effective and that there was some improvement in pupil classroom work. Two hundred forty-nine teachers said the Enrichment program did not interfere with their regular classroom program, but 90 teachers said it did interfere. The percentage of teachers who said the Enrichment program interfered decreased from the previous year. Thirty-three teachers commented that communications with the Enrichment teacher were inadequate.

It is interesting to note that 41 classroom teachers (Table G, Addendum C) said "Improvement of pupil work in the classroom" didn't apply despite the fact that one of the component objectives was to improve classroom performance.

At least 98 percent of the Enrichment teachers evaluated improvement in pupil academic skills and attitudes as "Adequate" or "Highly Adequate" (Table H, Addendum C).

Ninety-two percent of the administrators indicated that improvement of pupil academic skills was "Adequate" or "Highly Adequate", 98 percent said pupil attitudes improved and 98 percent said pupil placement was appropriate. Eighty-eight percent rated the component as effective (Table I, Addendum C). Thirteen principals recommended that an Enrichment teacher should be assigned full time at each school.

4.30 Outcomes

ESEA pupils in the Enrichment component had higher achievement test scores than their classmates. The better pupils were enrolled in the project.

Subject marks and attendance of ESEA pupils in the component improved. Citizenship grades regressed slightly.

Parents indicated that pupils benefited from the component, that they received information about the component, and they recommended that the component be continued.

Classroom teachers indicated that the component was effective and that there was some improvement in pupil classroom work.

Enrichment teachers indicated that the component improved pupil academic skills and attitudes. Inservice education assistance in understanding and communicating with educationally disadvantaged pupils, in organizing instructional content, in teaching techniques, and in developing materials were reported to be adequate or better.

Administrators reported that the component improved pupil academic skills and attitudes, that pupil placement was adequate, and that the component was effective.

5.00 CONCLUSIONS

ESEA pupils in the Enrichment component had higher achievement test scores than the comparison group and were the better pupils at the ESEA schools.

Parent and staff ratings indicated that the component was effective.

6.00 RECOMMENDATIONS

Investigate methods to improve communications between Enrichment teacher and the classroom teacher.

Consider the use of a full-time Enrichment teacher in a few large elementary schools. This modification may be the way to improve teacher communication and provide a more intensive program.

ESEA Elementary Design #023

PROJECT: Enrichment

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve classroom performance in other skill areas beyond usual expectations	Pupil subject and citizenship marks	Pupil Personnel Information (R&D1)	Comparison of pre and post marks of pupils in ten randomly selected schools
To improve performance as measured by standardized achievement tests	Pupil scores on standardized achievement test	California Achievement Test Stanford Reading Test	Comparison of post score of pupils in ten randomly selected schools
To provide cultural enrichment	Pupil activities	Teacher Rating Scale of Pupil Behavior (023B)	To be completed by teachers in sample schools
To provide inservice education	Staff ratings	Teacher Evaluation (020BG)	Report responses of teachers
To identify specific strengths and weaknesses of the project	Parent and staff ratings	Parent Questionnaire (020DG) Regular Classroom Teacher Evaluation (020FG) Teacher Evaluation (020BG) Administrative Evaluation (020AG)	Report responses of parents, regular classroom teachers, teachers, and principals

ADDENDUM A

PROJECT NAME ENRICHMENT Code 023

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1	64	
2	216	
3	283	
4	317	
5	377	
6	420	
7		
8		
9		
10		
11		
12		
Ungraded	161	
TOTAL	1,838	

NUMBER OF ADULT PARTICIPANTS

School Personnel	27 and Supportive Services
Parents	
Commmunity Personnel	

PROJECT COST $ 426,861

ADDENDUM B
023

TABLE D

ENRICHMENT TEACHER RATINGS OF PUPIL BEHAVIOR

ITEM	FREQUENCY					MEDIAN*
	Doesn't Apply	Seldom	Frequently	Usually	Almost Always	
Speaks voluntarily, spontaneously, freely, naturally	0	20	50	112	153	3.38
Shows poise and confidence in speaking	0	16	55	112	149	3.35
Takes an active part in group discussion	0	17	44	100	171	3.54
Puts ideas into words	0	12	51	109	160	3.45
Uses more initiative in selecting topic	1	13	76	127	115	3.11
Shows independence in creative expression	0	12	62	123	130	3.23
Recognizes geometric shapes	32	4	47	137	110	3.23
Uses various forms of measurement	17	18	81	123	95	2.98
Uses mathematical concepts and principles	31	15	71	113	103	3.08
Has facility in computational skills	31	9	65	112	114	3.20
Distinguishes between similarities and differences	0	1	45	159	126	3.25
Distinguishes an inference from an observation	9	12	63	164	84	3.03
Gathers adequate information on which to base inference	10	17	87	154	68	2.88
States reasons for making an inference	10	15	80	153	78	2.95
Is aware of the existence of problems	0	4	35	170	119	3.25
Considers plans for studying problems and taking action	1	17	88	148	80	2.92
Gathers, organizes, and interprets data	21	20	83	126	81	2.93
Differentiates between fact and opinion	3	14	54	156	102	3.12
Assumes leadership in the school or community	0	24	72	106	131	3.17

Table D is based on Form 023B. N = 338

*Based on a 1 - 4 scale.

TABLE E

ENRICHMENT TEACHER RATINGS OF PRESERVICE

ITEM	FREQUENCY Doesn't Apply	Quite Inadequate	Less Than Adequate	Adequate	Highly Adequate	MEDIAN*
Overall value of preservice	11	8	6	23	5	2.8
Assistance in understanding and communicating with the educationally disadvantaged pupil	4	0	10	33	9	3.0
Assistance in organizing instructional content to be used in your current assignment	3	0	9	40	3	2.9
Assistance in teaching techniques relating to your specific assignment	4	1	9	36	4	2.9
Assistance in developing materials for your assignments	1	2	15	33	4	2.8

Table C is based on Form 020BG.
*Based on a 1 - 4 scale.

N = 56

TABLE F

PARENT RESPONSES

ITEM	FREQUENCY YES	NO
Do you feel your child benefited from participating in this program?	240	3
Did you receive information about the program?	184	56
Do you think your child was enrolled in the program he needed most?	213	14
Would you like to have this program continued?	241	6
Did you visit the school?	168	76

Table F is based on Form 020DG.

N = 247

ADDENDUM C

TABLE G

CLASSROOM TEACHER RATINGS

	Doesn't Apply	None	Some	Much	Very Much	Median*
Overall effectiveness of the program	38	7	108	143	124	3.0
Improvement of pupil work in the classroom	41	28	153	115	80	2.6
	Yes	No				
Did the enrichment program interfere with your regular classroom program?	90	249				

Table G is based on Form 020FG. N = 420

TABLE H

ENRICHMENT TEACHER RATINGS

ITEM	Doesn't Apply	FREQUENCY Quite Inadeqiate	Less than Adequate	Adequate	Highly Adequate	Median*
Improvement of pupil academic skills	2	0	1	36	17	3.2
Improvement of pupil attitudes	0	0	0	16	40	3.8
Placement of pupils	2	0	4	36	12	3.1
Availability of supplies	0	0	6	36	14	3.1
Availability of equipment	0	1	7	35	13	3.1
Availability of instructional materials	0	0	10	35	11	3.0
Suitability of physical facilities	0	7	13	28	8	2.8
Improvement of parent-school relationships	2	0	4	23	23	3.4
Assistance from Consultants	21	1	3	25	5	3.0
Assistance from Counselors	25	1	8	20	1	2.8
Assistance received in completion of evaluation forms	6	1	1	38	4	3.0
Overall effectiveness of program	0	0	1	29	24	3.4
Adequacy of evaluation instruments	2	2	15	30	1	2.7

Table H is based on Form 020BG. N = 56

TABLE I

ADMINISTRATIVE RATINGS

ITEM	FREQUENCY Doesn't Apply	Quite inadequate	Less than Adequate	Adequate	Highly Adequate	Median*
Improvement of pupil academic skills	0	0	4	26	21	3.3
Improvement of pupil attitudes	0	0	1	16	34	3.8
Placement of pupils	2	0	1	24	24	3.5
Availability of supplies	0	3	13	24	10	2.9
Availability of equipment	0	4	12	20	15	3.0
Availability of instructional materials	0	2	14	27	7	2.8
Suitability of physical facilities		4	16	25	6	2.7
Improvement of parent-school relationships	0	1	1	30	19	3.3
Assistance from Consultants	17	1	7	19	6	3.0
Overall effectiveness of program	0	0	6	21	23	3.4
Adequacy of evaluation instruments	6	2	7	26	3	2.9
Value of in-service	10	1	3	21	7	3.1
Have you seen last year's evaluation report?			Yes 16	No 29		

N = 51

Table I is based on Form 020AG.
*Based on a 1 - 4 scale.

ADDENDUM C

KINDERGARTEN

Division of Elementary Education

1.00 DESCRIPTION

The continuing Kindergarten component provided for the assignment of one additional teacher for every two regularly assigned kindergarten teachers. This plan was instituted to reduce the teacher-pupil ratio in the participating schools. Small classes were established in schools when classroom space was available. Otherwise, three teachers taught in two rooms under a team-teaching plan where each teacher had contact with all pupils in some subject of the daily program. Another plan provided for each teacher to rotate her own class through three teaching stations (two classrooms and playground).

2.00 OBJECTIVES

-To increase the children's expectations of success in school

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component operated a total of 36 classes in 21 schools from September 11, 1967 through June 14, 1968.

3.20 Pupils

The assignment of 36 additional kindergarten teachers benefited approximately 1221 children, according to enrollment figures for the sixth school month. Pupil selection was based on regular school enrollment procedures. With one exception, class size did not exceed 20 pupils. A total of 1803 children were enrolled during the entire school year.

3.40 Activities

3.41 Staff Activities

Each teacher was responsible for a morning and an afternoon session of two and one-half hours each. Teachers were encouraged to participate in regular school-district-sponsored inservice education classes. Staff leadership for the improvement of instruction was provided by local school administrators and members of the area supervisory staff.

3.42 Pupil Activities

Pupil activities were essentially the same as those in the regular kindergarten program of the school district. However, this component made possible increased personal contact between teachers and pupils.

3.50 Specialized Materials, Supplies, and Equipment

Supplies and equipment were made available by the Los Angeles City School Districts on the same per pupil basis that applied to all kindergarten pupils.

3.60 Personnel and Logistical Problems

Some organizational and operational problems resulted from assigning three teachers to two classrooms. The local school administrators assumed the responsibility for resolving these problems.

4.00 EVALUATION

4.10 Design

The objectives for this component were evaluated according to the following variables: change in number of pupils on waiting lists; change of teacher-pupil ratio; rating of component effectiveness by school staff.

The following instruments were designed to collect information on these variables:

-Form 024A, Enrollment Questionnaire

-Form 020BG, Teacher Evaluation

-Form 020AG, Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To increase the children's expectations of success in school.

All participating schools reported that no waiting lists existed as of September 1967 or January 1968. However, state legislation has provided for additional kindergarten teachers and this has eliminated waiting lists from all schools.

Of the 16 schools responding, 10 reported a reduced teacher-pupil ratio for September 1967 as compared to September 1966. In five schools there was no change and one school reported an increase from 43 to 45 pupils (a.m. plus p.m.) per teacher per day.

A sharp reduction occurred in teacher-pupil ratio for 1966 and 1967 as compared with 1965 (Table A, Addendum C). It should be noted that kindergarten teachers teach two sessions daily.

Evaluation of the Preschool component (see Preschool component #025) shows that pupils in that program made significant gains in scores on the Peabody Picture Vocabulary Test and Psychomotor Development Tests which were administered at the beginning and end of the Preschool semester. The pre mean on the Peabody Picture Vocabulary Test was 41.9 with a post mean of 55.7; on the Psychomotor Development Test the pre mean was 4.5 and post mean 6.5. Table B indicates the results of tests of kindergarten children.

Pupils were tested at the beginning and end of the kindergarten year with the Peabody Picture Vocabulary Test and the Psychomotor Development Test. The three groups (Preschool, Community Head Start, and children with no previous group or school experiences) were compared. Test data indicated that the growth rate of the Preschool group was not maintained after they entered kindergarten. The pre mean for the Preschool group was significantly higher than that of the other two groups but an examination of the post means makes it evident that the other groups made greater gains in kindergarten than did pupils with preschool experience.

TABLE B

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
Peabody Picture Vocabulary Test				
Preschool	26	48.8	52.8	50.1
Community Head Start	24	43.0	50.2	50.6
No Previous Experience	27	39.8	48.1	50.3
			F (2,73) = .045	
Psychomotor Development Test				
Preschool	26	6.6	8.2	8.0
Community Head Start	24	6.8	8.3	8.1
No Previous Experience	27	5.5	8.2	8.6
			F (2,73) = .763	

While the assessment devices can only be considered narrow measures of development, the data strongly suggest two possible conclusions: either (1) the kindergarten program may be failing to make optimal use of preschool experience or (2) the pupils selected for Preschool or Head Start were at a lower developmental level than those pupils who started kindergarten without such an experience. The first conclusion seems to be the more tenable, in view of the fact that all children in this component were from educationally disadvantaged areas.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Principals and teachers rated the improvement of pupil academic skills and attitudes the highest. Of important concern to both groups were supplies and equipment (Table C, Addendum C). (The expressed need for additional supplies and equipment seemed to be an overall kindergarten problem rather than one specific to the ESEA kindergartens.) While principals considered availability of instructional materials as marginally adequate, teachers indicated a definite lack of such materials.

Teachers commented most frequently that smaller class size made possible more individual instruction. They also indicated that facilities were often inadequate and urged improved work space for each teacher.

4.30 Outcomes

The 21 schools participating in this component had no kindergarten waiting lists in September 1967 and January 1968.

A majority of schools reported a reduced teacher-pupil ratio.

Test scores indicated that children with Preschool experience had a slower growth rate in kindergarten than did children with Community Head Start experience or no previous school-like experience.

5.00 CONCLUSIONS

The component succeeded in reducing the teacher-pupil ratio.

The program is handicapped by inadequate housing facilities.

Preschool pupils are not maintaining the same pace of growth in kindergarten as achieved in the Preschool program. This is indicative of a general need to alter the Kindergarten curriculum.

6.00 RECOMMENDATIONS

If the program is continued, an effort should be made to improve housing facilities.

The kindergarten program offered to pupils with Preschool or Head Start experience should be evaluated and altered, if necessary, in terms of the needs and potentialities of these pupils.

ESEA Elementary Design #024

PROJECT: Kindergarten

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To increase the children's expectations of success in school	Change in number of pupils on waiting lists		Analysis of waiting lists September 1966, 1967 February 1966, 1967
	Change of teacher-pupil ratio	Enrollment Questionnaire (024A)	Compare teacher-pupil ratio September 1966 and September 1967
To identify specific strengths and weaknesses of the project	Staff ratings	Teacher Evaluation (020BG) Administrative Evaluation (020AG)	To be completed by teachers and principals

PROJECT NAME KINDERGARTEN Code 024

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K	1,803	
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL	1,803	

NUMBER OF ADULT PARTICIPANTS

School Personnel	36 and Supportive Services
Parents	
Commmunity Personnel	

PROJECT COST $ 474,236

ADDENDUM B

TABLE A

KINDERGARTEN TEACHER-PUPIL RATIO

SCHOOL	Number of Teachers					Teacher-Pupil Ratio (a.m. and p.m. combined)		
	1965	1966		1967		1965	1966	1967
	Regular	Regular	ESEA	Regular	ESEA			
A	4	4	2	4	2	53	31	31
B	4	4	2	4	2	50	31	29
C	5	4	2	5	2	52	35	31
D	4	4	2	4	2	48	32	30
E	5	5	2	5	2	57	33	21
F	2.5	2	1	2	1	48	41	34
G	5	3	2	3	2	48	42	34
H	4	3	2	3	2	51	33	32
I	3.5	4	2	3	2	52	34	32
J	3	3	0	3	1	50	48	36
K	3	3	2	3	2	53	30	30
L	3	3	1	3	1	50	35	35
M	4	4	2	4	2	51	34	34
N	3	3	1	3	1	51	43	45
O	4	4	2	4	2	48	27	27
P	3.5	3	2	3	2	48	29	33

Table A is based on Form 024A.

TABLE C

STAFF RATINGS

ITEM	FREQUENCY								MEDIAN*	
	Administrators				Teachers					
	Quite Inadequate	Less Than Adequate	Adequate	Highly Adequate	Quite Adequate	Less Than Adequate	Adequate	Highly Adequate	Adms	Tchrs
Improvement of pupil academic skills	0	0	9	6	2	2	26	17	3.3	3.3
Attitude of pupil attitudes	0	0	9	6	1	1	26	18	3.3	3.3
Placement of pupils	0	0	8	5	2	2	31	6	3.3	3.0
Availability of supplies	2	3	7	3	15	20	17	1	2.9	2.1
Availability of equipment	3	5	5	2	18	20	15	0	2.4	1.9
Availability of instructional materials	3	4	8	0	22	15	14	1	2.6	1.8
Suitability of physical facilities	2	4	7	2	11	10	29	3	2.7	2.7
Improvement of parent-school relationships	0	2	9	4	6	10	20	12	3.1	2.9
	N = 15				N = 53					

Table C is based on Forms 020AG and 020BG.
*Based on a 1 - 4 scale.

PRESCHOOL

Division of Elementary Education

1.00 DESCRIPTION

The continuing Preschool program was designed to enrich the experiences of pupils in order to increase chances of success in regular school. Classes, held for three hours in the morning or afternoon, were planned to aid in developing perceptual-motor skills, appropriate school behavior, and readiness for successful academic performance. Both indoor and outdoor activities were included.

Personnel staffing the program included one supervisor, four teacher consultants, 71 teachers, and 71 teacher aides. Counselors and health services personnel served the program, and community volunteers and parents assisted school staff.

2.00 OBJECTIVES

-To improve the verbal functioning level of the children

-To improve the nonverbal functioning level of the children

-To improve the children's self-image

-To increase the children's expectations of success in school

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was conducted from September 11, 1967 through June 14, 1968 at 51 schools. Seventy-one classes operated on 51 sites. Sixty-nine of these classes were funded by ESEA and two by the District.

3.20 Pupils

Preschool classes consisted of pupils old enough to enter kindergarten the next semester. A total of 2238 pupils was enrolled each semester, 15 per class. An enrollment procedure similar to that required for kindergarten pupils was utilized and supplemented by parent-teacher conferences. In the final selection of eligible pupils, every effort was made by the staff to include those who, it felt, would benefit most.

3.40 Activities

3.41 Staff Activities

Inservice education consisted of two half-day preservice sessions for teachers new to the program.

The staff participated in continuous teacher-consultant conferences. Consultants met twice a month with curriculum resource specialists.

Each teacher and aide conducted one class per day. The morning or afternoon was devoted to home visits, individual pupil and parent conferences, group meetings with parents, maintenance of records, staff conferences, and acquisition of supplies and materials.

3.42 Pupil Activities

Activities were planned to aid in the development of perceptual-motor skills, appropriate social-emotional behavior, and readiness for successful intellectual academic performance. Pupils were able to explore and enjoy activities individually, in small groups, and as an entire class. Some of the unique experiences included: observing and caring for plants and animals; participating in dramatic representations, particularly in the playhouse center; manipulating puzzles, blocks, and puppets; using toy telephones, wheel toys, and playground equipment; singing and listening to music; exploring art media; looking at books; listening to stories; viewing films; listening to records and tape recordings; and engaging in walking trips into the community.

3.50 Specialized Materials, Supplies, and Equipment

All classes received supplies selected according to the particular needs of each school. These items included balls, tempera paint, construction paper, paste, crayons, scissors, puzzles, dolls, and records.

3.60 Personnel and Logistical Problems

The need for more preservice and inservice education was indicated.

Late arrival of supplies resulted in inconveniences and delays in implementing some of the activities.

4.00 EVALUATION

4.10 Design

The objectives for this component were evaluated according to the following variables: standard pronunciation; oral expression, pupil behavior, and self-image as evaluated by teachers; development of school readiness; and ratings of component effectiveness by parents and school staff.

The following instruments were employed to collect information on the variables:

- -Form 025A, Rating Scale (teacher rating of pupil)
- -Peabody Picture Vocabulary Test (assessing pupil readiness for school)
- -Form 025B, Psychomotor Development Test

-Form 020AG, Administrative Evaluation

-Form 020BG, Teacher Evaluation

-Form 020CG, Consultant Evaluation

-Form 020DG, Parent Questionnaire

-Form 311A, Questionnaire for Teachers (for evaluating education aides)

4.20 Attainment of Objectives

4.21 Objective: To improve the verbal functioning level of the children.

4.22 Objective: To improve the nonverbal functioning level of the children.

4.23 Objective: To improve the children's self-image.

The sample consisted of 15 randomly selected Preschool classes. Teacher ratings of pupil growth are presented in Table A, Addendum C. This information was obtained from Form 025A which lists 17 characteristics related to component objectives.

Analysis of mean differences from pre and post completion of the scales showed improvement significant at the .01 level for every item.

4.24 Objective: To increase the children's expectations of success in school.

Form 025B was administered pre and post to assess change in psychomotor development. Intelligence test scores were obtained through pre and post administration of the Peabody Picture Vocabulary Test. An analysis of the data revealed that a significant growth occurred in both intelligence test scores and psychomotor development. Results appear in Table B, Addendum C.

Results of a longitudinal study comparing a small sample of preschool pupils with those who did not have preschool experience appear in the report on the Kindergarten component.

4.25 Objective: To identify specific strengths and weaknesses of the project.

A sampling of parent opinion indicated parents were unanimous in reporting that their children benefited from Preschool participation, and almost unanimous in recommending continuation of the component. Parent responses appear in Table C, Addendum C.

Tables D and E, Addendum C, reflect teacher and administrator reaction for the fall and spring semesters. Both groups consistently rated as highly adequate improvement of pupil attitudes, improvement of parent-school relationships, and effectiveness of aides. These findings were supported by comments. Teachers rated availability of supplies, equipment, and instructional materials, and suitability of physical facilities lower than did principals for both January and June 1968. Approximately one-fourth of the administrators and one-third of the teachers commented on the need for restoration of planned inservice education for teachers and an increase in consultant time. More than 20 percent of the teachers recommended the provision of funds for field trips. Both principals and teachers in the fall semester expressed a need for better purchasing and accounting practices in the nutrition program but this weakness was not cited in the spring data.

On a separate rating scale (Table F, Addendum C) teachers restated their opinions regarding the effectiveness of aides. They rated very highly (3.9 on a 1 - 4 scale) the opportunity to give more attention to individual pupils and more time for planning and instruction. The aides were given a high overall rating of 3.9, with no item being rated less than 3.6. Several teachers and principals recommended inservice education for aides.

The evaluation by the four consultants correlated very highly with that of the teachers.

4.30 Outcomes

Pupils made significant progress in intelligence test scores, psychomotor development, and verbal and nonverbal functioning according to pretest and posttest data and teacher ratings. The major portion of this gain can be attributed to preschool experience as indicated by the comparison between children with and children without preschool experience as shown in the Kindergarten component (Report 024).

Parents endorsed the program enthusiastically and reported unanimously that their children benefited from participation.

A great majority of school staff evaluated the component as highly adequate and recommended that it be continued.

5.00 CONCLUSIONS

The Preschool component effected improvement in the child's self-image and in verbal and nonverbal functioning level. Judging from available data, the improvement was due, in great part, to the effects of the program.

6.00 RECOMMENDATIONS

Consider expansion of the program and investigate the effect of a one-semester program versus a one-year program.

Provide additional preservice and restore inservice education program.

ESEA Elementary Design #025

PROJECT: Preschool

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the verbal functioning level of the children	Teacher rating of pupil pronunciation and oral expression	Rating Scale (025A)	Pre and post comparison of teacher ratings for fifteen preschool classes
To improve the nonverbal functioning level of the children	Teacher rating of pupil behavior		
To improve the children's self-image	Teacher rating of pupil self-image		
To increase the children's expectations of success in school	Scores on Peabody Picture Vocabulary Test and Psychomotor Development Test	Peabody Picture Vocabulary Test Psychomotor Development Test (025B)	Pre and post comparison for fifteen preschool classes
To identify specific strengths and weaknesses of the project	Parent and staff ratings	Parent Questionnaire (020DG) Questionnaire for Teachers (311A) Teacher Evaluation (020BG) Consultant Evaluation (020CG) Administrative Evaluation (020AG)	Completed by parents in fifteen sample schools Completed by all teachers, consultants and principals

PROJECT NAME PRESCHOOL Code 025

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool	2,238	
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL	2,238	

NUMBER OF ADULT PARTICIPANTS

School Personnel 78 and Supportive Services

Parents ____________

Commmunity Personnel 71

PROJECT COST $ 1,077,970

ADDENDUM B

TABLE A

MEAN SCORES OF TEACHER RATINGS OF PUPIL GROWTH

ITEM	FALL SEMESTER PUPILS			SPRING SEMESTER PUPILS		
	Pre	Post*	r	Pre	Post*	r
Child is proud of his school work	2.7	3.5	.36	2.2	3.2	.50
Child recognizes major parts of the body	2.5	3.4	.36	2.1	3.3	.41
Child accepts his image in the mirror	2.7	3.4	.38	2.3	3.3	.43
Child displays self-confidence	2.4	3.0	.48	2.0	3.1	.50
Child is capable of attending to restroom activities	3.2	3.7	.10	2.7	3.7	.20
Child utilizes alternative approach when initial method of problem solving proves inappropriate	2.2	2.9	.41	1.7	2.7	.50
Child has respect for authority	2.8	3.4	.34	2.5	3.3	.41
Child has respect for rights and property of others	2.6	3.2	.23	2.3	3.1	.48
Child is accepted by peers	2.7	3.4	.28	2.3	3.2	.17
Child responds verbally to questions during conversations	2.3	3.0	.62	1.9	3.0	.47
Child asks questions which imply an understanding of what has been explained	1.9	2.6	.55	1.7	2.6	.41
Child pronounces words correctly	2.3	2.9	.53	2.2	2.9	.51
Child demonstrates listening skills through nonverbal behavior	2.4	3.0	.34	2.0	2.9	.19
Child uses words correctly and in meaningful context	2.4	3.0	.48	2.1	2.9	.18
Child has self-control	2.5	3.1	.36	2.3	3.1	.19
Child's self-concept is enhanced by others	2.4	3.2	.41	2.0	3.0	.19
Child has a positive self-concept	2.4	3.2	.36	2.2	3.1	.19
		N = 175			N = 195	

Table A is based on Form 025A.
*All mean differences sig. at .01

TABLE B

MEAN TEST SCORES

ITEM	FALL SEMESTER PUPILS			N	SPRING SEMESTER PUPILS			N
	Pre	Post*	r		Pre	Post*	r	
Peabody Picture Vocabulary Test	41.9	55.7	.68	188	30.8	41.7	.79	198
Psychomotor Development Test	4.5	6.5	.09	177	5.0	6.6	.65	191

Table B is based on Form 025B. *Sig. at .01

TABLE C

PARENT RESPONSES

ITEM	FREQUENCY	
	YES	NO
Do you feel your child benefited from participating in the program?	238	0
Did you receive information about the program?	221	16
Would you like to have this program continued?	240	2
Did you visit the school?	228	12

Table C is based on Form 020DG. N = 242

ADDENDUM C

TABLE D

ADMINISTRATIVE AND TEACHER RATINGS - JANUARY 1968

ITEM	FREQUENCY Administrators Quite Inadequate	Less Than Adequate	Adequate	Highly Adequate	Teachers Quite Inadequate	Less Than Adequate	Adequate	Highly Adequate	MEDIAN* Adms	Tchrs
Improvement of pupil academic skills	0	0	12	20	0	0	15	27	3.7	3.7
Improvement of pupil attitudes	0	0	6	28	0	0	13	38	3.9	3.8
Availability of supplies	1	2	12	19	3.6	5	29	16	3.6	3.2
Availability of equipment	1	1	9	23	1	10	23	15	3.8	3.1
Availability of instructional materials	2	1	14	17	0	6	31	13	3.5	3.1
Suitability of physical facilities	1	5	8	20	2	14	21	14	3.6	3.0
Improvement of parent-school relationships	0	0	6	28	0	2	19	30	3.9	3.6
Effectiveness of aides	0	0	4	30	0	0	7	42	3.9	3.9
Assistance from Consultants	0	1	14	19	1	3	26	19	3.6	3.3
Overall effectiveness of program	0	0	3	31	0	0	15	35	4.0	3.8
Have you seen last year's evaluation report?			Yes	9	No	21				
			N = 34					N = 51		

Table D is based on Forms 020AG and 020BG.
*Based on a 1 - 4 scale.

TABLE E

ADMINISTRATIVE AND TEACHER RATINGS - JUNE 1968

ITEM	FREQUENCY								MEDIAN*	
	Administrators				Teachers					
	Quite Inadequate	Less Than Adequate	Adequate	Highly Adequate	Quite Inadequate	Less Than Adequate	Adequate	Highly Adequate	Adms	Tchrs
Improvement of pupil academic skills	1	1	10	25	0	0	22	19	3.8	3.4
Improvement of pupil attitudes	0	0	4	36	0	0	15	35	3.9	3.8
Availability of supplies	0	3	19	18	2	1	32	14	3.4	3.2
Availability of equipment	0	2	18	19	2	7	26	15	3.4	3.1
Availability of instructional materials	0	4	19	17	1	8	25	13	3.3	3.1
Suitability of physical facilities	3	4	12	21	2	11	23	14	3.5	3.0
Improvement of parent-school relationships	0	0	8	32	1	3	12	34	3.9	3.8
Effectiveness of aides	0	0	7	33	2	0	10	38	3.9	3.8
Assistance from Consultants	0	3	16	21	4	2	32	11	3.5	3.1
Overall effectiveness of program	0	0	8	32	0	0	17	33	3.9	3.7
Have you seen last year's evaluation report?			Yes	20	No	20				
			N = 40					N = 50		

Table E is based on Forms 020AG and 020BG.
*Based on a 1 - 4 scale.

TABLE F

TEACHER EVALUATION OF EDUCATION AIDES

ITEM	FREQUENCY				
	Not At All	Some	Much	Very Much	Median*
To what extent has the presence of an aide in your room:					
Made your pupils more receptive to learning?	0	2	2	15	3.8
Given you more time to extend and/or complete lessons?	0	0	2	18	3.9
Increased pupils' oral participation during group discussions?	1	1	6	12	3.6
Resulted in more attention to individual pupils?	0	0	1	19	4.0
Supported increased pupil achievement?	0	1	6	12	3.6
Reduced discipline problems?	0	2	6	11	3.6
Overall effectiveness of aide.	0	0	2	18	3.9

N = 20

Table F is based on Form 311A.
*Based on a 1 - 4 scale.

READING SPECIALIST - NONPUBLIC SCHOOLS

Division of Elementary Education

1.00 DESCRIPTION

This continuing component provided individual instruction in reading and language to small groups of children who were deficient in these areas. Activities were planned to develop listening, conceptual, word attack, vocabulary, and comprehension skills; and to build positive self-images. The primary reading program included grades one through three and the intermediate program grades four through six.

Twenty reading specialists and three counselors were assigned to 20 nonpublic schools. Each specialist, working with groups of six to eight, taught a maximum of 32 pupils a day.

2.00 OBJECTIVES

-To improve classroom performance in reading beyond usual expectations

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at 20 nonpublic schools. A summer extension of this component was conducted at three public schools from July 8 to August 16, 1968.

3.20 Pupils

This component provided approximately 640 pupils with corrective and remedial reading instruction. The initial selection of participating pupils was on the basis of available test information and the recommendations of principals and teachers. The recommended pupils were screened by the reading specialists using informal tests. Final selection for the special reading classes was made by regular classroom teachers, reading specialists, and principals. Participants attended nonpublic Catholic schools and were predominantly Negroes and Spanish-speaking pupils.

Pupils chosen by a team of school personnel were grouped according to English proficiency, age, and ability.

Five inservice education meetings planned for the school year were preceded by two days of preservice education.

The summer extension included approximately 240 pupils in grades two through six. Participants were pupils who had been enrolled in the component during the September through June phase.

3.40 Activities

3.41 Staff Activities

Two days of preservice education were provided for reading specialists under the direction of a consultant. The program consisted of an overview of the reading program, a discussion of the program guidelines, and of the duties and responsibilities of all personnel.

Five inservice education meetings were conducted during the school year. The inservice program consisted of workshops which stressed teaching methods and techniques, the construction of teaching aids, and administrative problems connected with the program. Guest speakers representing the areas of health, guidance and counseling, and library services participated.

In the summer extension program, the assigned reading specialist participated in one half-day of preservice education which emphasized the techniques utilized in the language experience approach to reading and the oral and written language activities related to the scheduled field trips. Each instructional period during the summer was four hours in length. Each reading specialist taught a maximum of 16 pupils daily.

.42 Pupil Activities

The reading specialist worked daily in each school with four groups of pupils. Each group received instruction for one hour. The approaches to reading utilized were: linguistic, phonetic, kinesthetic, language experience, and basal reading. Experiences were planned which would develop verbal communication, listening skills, conceptual and basic reading skills, the building of a positive self-image, and create a desire to read. Activities planned to develop verbal and conceptual skills included listening to stories, viewing films, coloring, and taking walking trips within the community. Pupils participated in library clubs, choral reading, storytelling, and dramatizations; and made puppets and dioramas to share with other classes. Individualized instruction, coupled with successful experiences in reading, was planned to develop pupil interest in reading and close pupil-teacher relationships.

During the summer extension, twelve field trips were provided for each child. Field trips were related to the general theme of Los Angeles' geography and history.

3.50 Specialized Materials, Supplies, and Equipment

Primary specialists were supplied with a variety of high-interest, low-vocabulary reading materials. Three packets were provided at the primary level. Packet A was designed for pupils with limited language and experiential background. It included the Ginn Language Kit, the Harper-Row Linguistic Readers, the Detroit Readers, records and filmstrips. Packet B was compiled for pupils with average language and experiential background. This packet included two high-interest, low-vocabulary series of readers, a linguistic series, records and filmstrips. Packet C included materials for children with more enriched language and experiential background: Dolch Readers, Sullivan Linguistic books, records, and filmstrips.

Books for the Intermediate Reading Program included three sets of basal readers with high interest and low vocabulary, and the Reader's Digest Reading Skill Builder Series.

Each school received 185 library books to be used by the reading specialist in teaching appreciation and comparative literature.

The Survey of Primary Reading Development and Gray Oral Reading Tests, as well as informal tests, were provided to help reading specialists screen pupils and evaluate the primary reading program.

The Gates Basic Reading Test and Gray Oral Reading Tests, as well as informal inventories, were used to screen pupils and evaluate the intermediate reading program.

Equipment available for use by the reading specialists included: filmstrip projectors, primary typewriters, tape recorders, phonographs, Thermofax machines, duplicating machines, and listening-center equipment. Individual chalkboards, acetate pads, and individual flannelboards were also provided.

During the summer, outline maps and many specialized art materials were available for each classroom.

3.60 Personnel and Logistical Problems

Significant problems encountered during the regular school year were lack of adequate housing, of adequate storage facilities, and of experienced reading specialists.

4.00 EVALUATION

4.10 Design

Objectives of this component were evaluated according to the following variables: reading vocabulary and comprehension, and parent and staff ratings of the effectiveness of the component.

The following instruments were employed to collect information on the variables:

- -Harsh-Soeberg Survey of Primary Reading Development (Forms A1-B1)
- -Gates Basic Reading Test (Forms 1-2)
- -Form 020DG, Parent Questionnaire
- -Form 020BG, Teacher Evaluation
- -Form 020AG, Administrative Evaluation
- -Form 020D, Parent Questionnaire (for summer extension program)
- -Form 026B, Teacher Evaluation (for summer extension program)

4.20 Attainment of Objectives

4.21 Objective: To improve classroom performance in reading beyond usual expectations.

The evaluation provided data from ESEA groups and comparison groups from each of the 20 schools. All pupils in the component, and a similar number of comparison-group pupils in the same school eligible for instruction but not served by the component, were given either the Harsh-Soeberg Survey of Primary Reading Development (Grade 2) or the Gates Basic Reading Test (Grades 3, 4, 5, 6) in September 1967 and June 1968.

Analysis of covariance was used because of the difference in initial means between groups.

At the primary level the pre mean for the comparison group exceeded that of the ESEA Title I group, but the adjusted mean differed significantly in favor of the ESEA Title I group (Table A).

TABLE A

ANALYSIS OF COVARIANCE

ITEM	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
Harsh-Soeberg Survey of Primary Reading Development				
ESEA Title I Group	140	47.39	65.11	65.68
Comparison Group	134	49.57	64.13	63.53

F(1,271) = 3.964*
* Sig. at .05

In the middle- and upper-grades program, pupils made significantly greater gains in both Reading Vocabulary and Level of Comprehension on Form 2 of the Gates Basic Reading Test. On Form 1 of the test, the adjusted mean for both Reading Vocabulary and Level of Comprehension was slightly higher for component pupils than for the comparison group (Table B).

TABLE B

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
Gates Basic Reading Test, Reading Vocabulary Form 2				
ESEA Title I Group	295	13.40	22.21	23.97
Comparison Group	282	17.90	23.50	21.66
			F(1,574) = 17.96**	
Gates Basic Reading Test Level of Comprehension Form 2				
ESEA Title I Group	295	7.34	15.39	16.80
Comparison Group	282	11.26	16.58	15.11
			F(1,574) = 8.25**	
Gates Basic Reading Test Reading Vocabulary Form 1				
ESEA Title I Group	116	3.99	11.88	12.68
Comparison Group	111	5.85	11.63	10.80
			F(1,224) = 3.61	
Gates Basic Reading Test Level of Comprehension Form 1				
ESEA Title I Group	116	1.96	8.11	8.56
Comparison Group	111	3.11	8.04	7.56
			F(1,224) = 1.78	

**Sig. at .01

4.22 Objective: To identify specific strengths and weaknesses of the project.

Parents reported almost unanimously that their children benefited from the program and urged that it be continued (Table C, Addendum C).

In the summer extension, a majority of the 156 parents responding reacted favorably to items dealing with the program. Ninety-three percent of these parents said they would like to have their children enrolled in this type of class next summer. Reading was the subject needed most according to 140 of the 156 parents. Parent responses are shown in Table D, Addendum C.

Staff reaction to the component appears in Table E, Addendum C. Specialists and administrators--with one exception--rated the overall effectiveness of the program as "Adequate" or "Highly Adequate".

In open-end comments, one-half of the specialists identified small class size as a program strength because it allowed for more instruction. The amount and quality of materials, supervision and overall organization, and the latitude permitted in teaching methods were all endorsed.

Four of 20 specialists responding to the questionnaire commented on the inadequacy of housing and storage facilities, and their rating of the "Suitability of physical facilities" was marginally "Adequate".

Fourteen of the 15 reading specialists in the summer extension responded to the evaluation of the program, and all 14 rated the component "Effective" or "Very Effective". Suitability of field trips received the highest median rating of 3.9 (Table F, Addendum C).

4.30 Outcomes

The ESEA Title I groups showed greater improvement than did the comparison groups as measured by the Gates Basic Reading Test and the Harsh-Soeberg Survey of Primary Reading Development.

Reading specialists and principals considered the component to be effective in achieving its objectives.

Parents recommended that the program be continued.

5.00 CONCLUSIONS

Pupils in the program achieved more growth in reading than could be expected in a regular classroom situation.

Parents and staff endorsed the program and recommended that it continue.

6.00 RECOMMENDATIONS

Continue the program with attention being given to improvement of housing facilities.

ESEA Nonpublic Elementary Design #026 PROJECT: Reading Specialist (NPS)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve classroom performance in reading beyond usual expectations	Scores on reading vocabulary and reading comprehension	Harsh-Soeberg Survey of Primary Reading Development (Forms A1-B1) Gates Basic Reading Tests (Level of Comprehension, Reading Vocabulary, Forms 1-2)	Compare pre and post scores of pupils in the ESEA Title I group with the scores of a comparison group
To identify specific strengths and weaknesses of the project	Parent and staff ratings	Parent Questionnaire (020DG) Teacher Evaluation (020BG) Administrative Evaluation (020AG)	To be completed by parents, teachers, and principals
		Parent Questionnaire (020D) Teacher Evaluation (026B)	To be completed by parents and teachers in the summer extension program

PROJECT NAME READING SPECIALIST - Nonpublic Schools Code 026

Beginning date 9-11-67 Ending date 8-16-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		3
2		142
3		146
4		135
5		104
6		79
7		
8		
9		
10		
11		
12		
Ungraded		223 (Summer)
TOTAL		832

NUMBER OF ADULT PARTICIPANTS

School Personnel	22 and Supportive Services
School Personnel (Summer)	15
Parents	
Commmunity Personnel	

PROJECT COST $ 288,537

ADDENDUM B

TABLE C

PARENT RESPONSES

ITEM	FREQUENCY YES	FREQUENCY NO
Do you feel your child benefited from participating in the program?	468	9
Did you receive information about the program?	426	56
Do you think your child was enrolled in the program he needed most?	466	16
Would you like to have this program continued?	480	6
Did you visit the school?	362	115

Table C is based on Form 020DG. N = 486

TABLE D

PARENT RESPONSES

ITEM	FREQUENCY YES	FREQUENCY NO
Do you think that your child improved his reading skills this summer?	142	13
Does your child spend more time now reading at home than before the summer program?	107	49
Do you think that reading is the subject in which your child needed most help?	140	15
Did you receive information about Summer School?	127	26
Does the school sufficiently inform you about its summer activities?	123	28
Do you feel that you can contact the school when you have a problem?	117	37
Did you visit any of the reading classes this summer?	17	138
Would you like to have your child enrolled in this type of class next summer?	144	11
Do you think the school people know and understand your child?	112	35

Table D is based on Form 020D. N = 156

ADDENDUM C

TABLE E

ADMINISTRATIVE AND SPECIALIST RATING

ITEM	FREQUENCY								MEDIAN*	
	Administrators				Specialists					
	Quite Inadequate	Less Than Adequate	Adequate	Highly Adequate	Quite Inadequate	Less Than Adequate	Adequate	Highly Adequate	Adms	Specs
Improvement of pupil academic skills	1	0	13	4	0	2	13	3	3.1	3.0
Improvement of pupil attitudes	0	0	13	6	0	0	12	8	3.2	3.3
Placement of pupils	1	2	11	4	1	4	13	2	3.0	2.9
Availability of supplies	0	3	11	6	0	3	6	11	3.1	3.6
Availability of equipment	0	2	11	6	0	4	8	8	3.2	3.3
Availability of instructional materials	0	1	12	6	0	4	8	8	3.2	3.3
Suitability of physical facilities	1	2	11	6	2	5	9	4	3.1	2.8
Improvement of parent-school relationships	2	5	8	5	0	6	9	4	2.9	2.8
Assistance from Consultants	0	0	15	4	0	0	14	6	3.1	3.2
Assistance from Counselors	0	4	9	7	0	0	9	9	3.2	3.5
Overall effectiveness of program	0	0	14	6	0	1	11	7	3.2	3.3
Value of inservice	0	0	15	3	0	3	8	9	3.1	3.4
Have you seen last year's evaluation report?			Yes	12	No	8				
			N = 20					N = 20		

Table E is based on Form 020AG and 020BG.
*Based on a 1 - 4 scale.

TABLE F

READING SPECIALIST RATINGS - SUMMER EXTENSION

ITEM	FREQUENCY In-effective	 Somewhat Effective	 Effective	 Very Effective	MEDIAN*
Overall effectiveness	0	0	6	8	3.6
Placement of pupils	1	2	6	5	3.2
Improvement of parent-school relationships	0	4	8	1	2.8
Assistance from Consultant	0	0	4	4	3.5
Suitability of field trips	0	1	1	12	3.9
Overall value of preservice	0	0	4	2	3.3
Assistance in organizing instructional content for use in your current teaching assignment	0	0	4	4	3.5
Assistance in teaching techniques relating to your specific assignment	0	1	5	0	2.9
Assistance in developing materials for your assignments	0	2	3	3	3.2

Table F is based on Form 026B. N = 14
*Based on a 1 - 4 scale.

ENGLISH AS A SECOND LANGUAGE - NONPUBLIC SCHOOLS

Division of Elementary Education

1.00 DESCRIPTION

This continuing component served pupils who understood and spoke little or no English. Five teachers were assigned to four nonpublic schools where this program operated.

The audio-linguistic approach was emphasized. Reading and writing followed the development of background in listening and speaking.

2.00 OBJECTIVES

-To improve the verbal functioning level of the children

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted in four nonpublic schools from September 11, 1967 through June 14, 1968.

3.20 Pupils

One hundred and sixteen pupils were identified and provided instruction at beginning, intermediate, and advanced levels. Pupils were referred by the regular classroom teacher and the principal. The English as a Second Language (ESL) teacher, using an oral interview and language proficiency test, grouped children according to language level, literacy, age, and ability. Groups consisted of 9 to 15 pupils in grades one through six. Instructional periods ranged from 30 minutes to one hour.

3.40 Activities

3.41 Staff Activities

During the first two weeks of the fall semester, teachers participated in 10 days of inservice education planned and conducted by the supervisor and consultant for the public school ESL component. Subject matter included problems and needs of non-English speaking children; English phonology, morphology, and syntax; the aural-oral approach; second-language teaching techniques and procedures; procedures in the administering of screening devices; writing of dialog; program organization; construction of audio-visual aids; and articulation with regular classroom teachers.

3.42 Pupil Activities

The participating pupils received intensive aural-oral instruction. They were provided with opportunities to practice listening, hearing with understanding, and speaking skills. Intensive practice of English sentence patterns concentrated on grammar, intonation, and pronunciation. English patterns were presented. After pupils had internalized these patterns, reading and writing skills were introduced.

Instruction took place through dialog, stories, poetry, dramatic play, games, songs, and records and tapes. The experiences in which the pupils were involved were based on real life situations. Extensive use was made of overhead projector transparencies, a tape recorder, tapes, pictures, toys, films, filmstrips, flannelboards, cutouts, hand puppets, marionettes, and toy telephones.

3.50 Specialized Materials, Supplies, and Equipment

The Miami Linguistic Reader Series, including teachers' manuals, two large chart and picture books, individual children's readers, and seatwork, was used by all the teachers. Some teachers also used dialogs which they had written. Additionally, each teacher received hand puppets, play money, a wooden calendar, marionettes, a small stage, a flannelboard, cutouts, a playhouse with furniture accessories, toy telephones, toy cookware, and dishes. Equipment included tape recorders, record players, filmstrip projectors, and headsets for listening and viewing centers.

3.60 Personnel and Logistical Problems

Needs that became evident were: readers and materials for teaching advanced students, teachers skilled in meeting the needs of all pupils, suitable physical facilities, and the selection of nonpublic schools having the greatest need for this program.

4.00 EVALUATION

4.10 Design

Objectives for this component were evaluated according to the following variables: English proficiency and parent and staff ratings of the component effectiveness.

The following instruments were designed to collect information on the variables:

-Form 021A, English Proficiency Test

-Form 020DG, Parent Questionnaire

-Form 020BG, Teacher Evaluation

-Form 020AG, Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To improve the verbal functioning level of the children.

Classes from four schools constituted the experimental group. The control group -- in four different schools -- consisted of pupils eligible for instruction but not served by the component.

The English Proficiency Test, Form 021A, was administered to the pupils in February and in June 1968. This group test consists of three parts: Part I, Listening Comprehension; Part II, Oral Expression - Language Patterns; and Part II, Oral Expression - Translation.

Data from this test appear in Table A. The difference in Listening Comprehension was significant at the .01 level in favor of the ESEA Title I group; the differences in Oral Expression-Language Patterns and Oral Expression-Translation were significant at the .05 level. Pupils who received the special instruction provided by the component seem to have made greater gains this year than last.

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
English Proficiency Test, Part I				
ESEA Title I Group	79	22.04	29.49	30.33
Comparison Group	84	26.67	27.84	27.05
			F(1,160) = 71.44**	
English Proficiency Test, Part II				
ESEA Title I Group	79	5.02	8.75	9.17
Comparison Group	84	7.23	8.82	8.42
			F(1,160) = 4.72*	
English Proficiency Test, Part III				
ESEA Title I Group	79	6.95	12.24	12.75
Comparison Group	84	9.94	12.44	11.96
			F(1,160) = 4.96*	

Table A is based on Form 021A. **Sig. at .01 *Sig. at .05

4.22 Objective: To identify specific strengths and weaknesses of the project.

Table B reports parent responses to the component. All but one of 87 responding parents reported that their children benefited from participation in the program, and all but one of 91 responding parents recommended that the program be continued.

TABLE B

PARENT RESPONSES

ITEM	FREQUENCY Yes	FREQUENCY No
Do you feel your child benefited from participating in the program?	86	1
Did you receive information about the program?	79	12
Do you think your child was enrolled in the program he needed most?	85	4
Would you like to have this program continued?	90	1
Did you visit the school?	58	34

Table B is based on Form 020DG.

N = 92

Teachers and principals rated the overall effectiveness of the component as "Adequate" (Table C, Addendum C). Teachers felt the program had a greater impact on improvement of pupil attitudes than did principals who rated improvement in academic skills higher. According to two of the five teachers, the small groups made possible superior attention to individual pupil needs. Other comments referred to excellent inservice education, the availability of consultant and supervisory help, and the high motivation of pupils.

Teachers reported more favorably this year than last on the availability of supplies, equipment, and instructional materials.

Two teachers suggested that the regular classroom teachers and the ESL teachers should work together in screening pupils.

4.30 Outcomes

Adusted means for pupil scores on all three parts of the English Proficiency Test were significantly higher for the ESEA Title I group when compared to the control group.

Parents felt their children benefited from participation and strongly recommended that the component be continued.

Teacher ratings indicated that supplies, equipment, and instructional materials were more available this year than last.

5.00 CONCLUSIONS

Significant improvement in the verbal functioning level of the ESEA group was apparent.

Parents endorsed the component and recommended its continuation.

Principals and teachers rated component effectiveness as adequate.

6.00 RECOMMENDATIONS

Attention should be given to improving pupil selection and placement.

The component should be continued and expanded.

ESEA Nonpublic Elementary Design #027

PROJECT: English as a Second Language (NPS)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the verbal functioning level of the children	Scores on English Proficiency Tests	English Proficiency Test (021A)	Compare pre and post scores of pupils in the ESEA Title I group with the scores of a comparison group
To identify specific strengths and weaknesses of the project	Parent and staff ratings	Parent Questionnaire (020DG) Teacher Evaluation (020BG) Administrative Evaluation (020AG)	To be completed by parents, teachers and principals

ADDENDUM A

PROJECT NAME ENGLISH AS A SECOND LANGUAGE - Nonpublic Schools Code 027

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		41
2		16
3		20
4		14
5		7
6		8
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		116

NUMBER OF ADULT PARTICIPANTS

School Personnel 5 and Supportive Services

Parents ____________________

Commmunity Personnel ____________________

PROJECT COST $ 76,120

ADDENDUM B
027

TABLE C

ADMINISTRATIVE AND TEACHER RATINGS

ITEM	FREQUENCY Administrators Quite Inadequate	 Less Than Adequate	 Adequate	 Highly Adequate	 Teachers Quite Inadequate	 Less Than Adequate	 Adequate	 Highly Adequate	MEDIAN* Adms	 Tchrs
Improvement of pupil academic skills	0	0	3	1	0	0	4	0	3.2	3.0
Improvement of pupil attitudes	0	0	4	0	0	0	3	2	3.0	3.3
Placement of pupils	0	0	3	1	1	0	3	1	3.2	3.0
Availability of supplies	0	0	3	1	0	0	3	2	3.2	3.3
Availability of equipment	0	1	2	1	0	1	3	1	3.0	3.0
Availability of instructional materials	0	1	2	1	0	0	3	1	3.0	3.2
Suitability of physical facilities	0	0	3	1	1	0	2	2	3.2	3.3
Improvement of parent-school relationships	0	1	1	1	0	2	3	0	3.0	2.7
Assistance from Consultants	0	0	4	0	0	0	3	2	3.0	3.3
Assistance from Counselors	0	1	3	0	0	0	3	2	3.3	3.3
Overall effectiveness of program	0	0	3	1	0	0	4	1	3.2	3.1
Value of inservice	0	0	4	0	0	0	4	1	3.0	3.1
Have you seen last year's evaluation report?			Yes 2		No 1					
			N = 4					N = 5		

Table C is based on Forms 020AG and 020BG.
*Based on a 1 - 4 scale.

COUNSELING SERVICES

Division of Elementary Education

1.00 DESCRIPTION

Additional time, equivalent to 25 full-time elementary school counseling positions, enabled 76 counselors to conduct individual case studies, hold individual or group sessions with pupils, administer tests, provide consultant services for teachers, and confer with parents. A full-time specialist coordinated counseling activities.

Counseling services were provided for the Preschool, English as a Second Language, Enrichment, Reading Specialist, and Reading Specialist - Nonpublic Schools components. Counseling services were also provided to the Intensive Education Program (see Foreword) in five selected elementary schools. The Intensive Education Program is being evaluated by another agency.

2.00 OBJECTIVES

-To identify specific assets and limitations relating to the learning process

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

Counseling services were provided from September 11, 1967 through June 14, 1968 at 51 schools having the Preschool component, 23 schools the English as a Second Language component, 61 schools the Enrichment component, 87 schools the Reading Specialist component, 20 schools the Reading Specialist - Nonpublic Schools component.

3.20 Pupils

Pupils in ESEA classes received priority for counseling services, although services were available to all pupils i ESEA schools.

3.30 Nonpublic School Pupils

Counseling services were made available to pupils in 20 nonpublic elementary schools.

3.40 Activities

3.41 Staff Activities

Professional experts contributed to inservice education at counselor meetings scheduled throughout the year. The meetings were designed to strengthen individual and group counseling skills.

Three workshops in group counseling ran concurrently in different areas of the city throughout the school year. Tape recordings, videotapes, and guest speakers were utilized to make these workshops meaningful.

A fourth workshop, entitled "Counseling with Spanish-Speaking Children and Their Parents," had as guest speakers Dr. Julian Nava, Member, Board of Education: Dr. Ramon Alcerro, Chief Psychiatrist, Mental Health Section; and Dr. Rosalio Munoz, Supervisor of Special Services, Child Welfare and Attendance Branch. They and Mrs. Rebecca Gutierrez, ESEA elementary counselor, helped counselors to understand problems in the Mexican-American community and to communicate effectively with children and their parents.

During the summer of 1967, a workshop was held on the administration and scoring of the Leiter International Performance Scale, a nonverbal test. As an outcome of that workshop, an item analysis and a profile sheet were developed to plot the strengths and weaknesses of each child who had been administered a Leiter.

As a follow-up to inservice education activities and to identify component strengths and weaknesses, the specialist and supervisors of guidance have held periodic meetings with area counseling staff.

Counselors administered individual psychological studies to some children and worked indirectly with others by making observations on the playground and in the classroom at the request of teachers. Some counselors chaired teacher-groups discussing the Dr. William Glasser and Dr. Madeline Hunter television series on learning and behavior problems of children. Counselors also led classroom discussion groups or assisted teachers in learning to lead groups. Approximately 25 counselors worked with children in small group counseling sessions.

3.50 Specialized Materials, Supplies, and Equipment

Counselors administered individual tests of intelligence, reading, achievement, perception, and creativity. In addition, sets of books and pamphlets relating to preschool children, children with reading problems, and disadvantaged pupils were available to counselors and parents.

3.60 Personnel and Logistical Problems

There was a need to expedite the delivery of tests essential to the program. Individual counselors indicated a need for more frequent meetings among those working in federal programs in order to discuss common problems and to share techniques and materials.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: counselor-pupil contacts, staff ratings of counseling services, and counselor ratings of services rendered.

The following instruments were employed to collect data on the variables:

- Psychological Study Summaries (prepared by Guidance and Counseling Section, Division of Elementary Education) gathered information regarding counselor activities

- Form 028A, Counselor Rating Scale

-Form 020AG, Administrative Evaluation

-Form 020BG, Teacher Evaluation

4.20 Attainment of Objectives

4.21 Objective: To identify specific assets and limitations relating to the learning process.

Tables A and B, Addendum C, show the frequency and variety of services provided by counselors to pupils, parents, and other staff members. All components made wide use of counseling services in the assessment of the scholastic aptitude, psychomotor development, academic achievement, and personal adjustment of individual pupils. Extensive contacts were made with teachers, parents, and pupils. The Reading Specialist, Preschool, and Nonpublic School components reported the greatest use of counseling services.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Table C shows principal and teacher median ratings of counseling services in three separate categories: Reading Specialist, Preschool, and Nonpublic Schools. Pupils in these projects received priority for counseling services. However, services were available to all pupils at the ESEA funded schools as time permitted.

TABLE C

PRINCIPAL AND TEACHER RATINGS OF COUNSELING SERVICES

	Median of Ratings*					
	Reading Specialist Component		Preschool Component		Nonpublic Schools	
	Principal	N	Principal	N	Principal	N
Counselors' role in assisting teachers and parents	2.9	56	3.0	34	3.2	20
Counselors' role in assisting with learning and behavior difficulties of children	2.9	56	3.0	34	3.0	20
	Teachers		Teachers		Teachers	
Assistance from counselors	3.0	148	2.9	50	3.5	18

Table C is based on Forms 020AG and 020BG.
*Ratings are based on a 1 - 4 scale (Quite Inadequate to Highly Adequate).

Teachers rated the assistance received from counselors "Adequate" in the Reading Specialist and Preschool components; in the nonpublic schools, counseling assistance received the highest rating. (This was the second consecutive year that counseling services were rendered in the nonpublic schools.)

Principals rated the counselors' role in assisting teachers and parents "Adequate". Services rendered in the nonpublic schools again were rated somewhat higher.

Counselors were asked to evaluate counseling services by rating 19 factors on a five-point scale. Table D, Addendum C, shows the median rating of the 19 items. Six were rated as "Adequate" (2.5 or higher). All others were judged "Less Than Adequate". Evaluated as "Adequate" were the following items: supplies and equipment, opportunity to discuss cases with the administrator, opportunity to confer with teachers, opportunity to confer with parents, effectiveness of the counseling program, and opportunity for inservice.

Items rated lowest by counselors included opportunities for use and evaluation of new and experimental materials, for group counseling, for preventive or developmental counseling, for follow-up with children, for team members to have case conferences, and for individual counseling with children.

In commenting on the program, counselors identified specific strengths to be:

-Early observation, identification, and remedial programming of children with special needs (20)

-Extension of evaluation and follow-up activities involving children, teachers, parents, and others (17)

-Availability of diagnostic studies to define the learning problems of children (10)

-Opportunity for preventive counseling with preschool, kindergarten, and primary-grade children (8)

-Availability of resource specialist to aid in broadening the understanding and skills of teachers (7)

-Opportunity to work with parents (6)

-Planning and evaluating with teachers the effectiveness of prescriptive teaching activities with special emphasis upon reading (4)

-Team conference approach to guidance (4)

-Opportunity to utilize new tests and counseling techniques (3)

-More individual and group counseling (3)

Counselors considered the greatest weakness of the program to be insufficient time for personal counseling and follow-up activities with pupils, teachers and parents (24)

Counselors felt the program could be strengthened through emphasis on:

-Group counseling techniques (11)

-Involvement of parents through individual conferences and discussion groups (7)

- A team counseling approach to guidance (6)
- Improvement of physical facilities for counselor services in the local schools (6)
- Preventive and developmental counseling (5)
- Cooperative planning and evaluation of instructional materials to remediate specific learning problems (5)
- Clarification of counselor's services and responsibilities between counselor and administrator (3)
- More clerical time for case write-ups (3)

Counselors suggested that any additional inservice time should emphasize the following areas:

- Diagnostic tests and their implication for remedial procedures and resource materials (20)
- Group counseling (15)
- Learning disabilities and the development of techniques and materials for prescriptive teaching (12)
- Behavior-modifying techniques useful to classroom teachers (10)
- Counseling skills (6)
- Parent conferences (5)
- Referral sources and agency visitations (4)
- Communication skills including sensitivity training (3)

4.30 Outcomes

A wide variety of services was provided pupils, teachers, and parents in the specially-funded programs. The Reading Specialist, Preschool, and Nonpublic School components utilized counseling services more frequently and in greater depth than did other components.

Teachers rated the assistance received from counselors adequate.

Principals rated the role of counselors in assisting teachers and parents as adequate.

Although the effectiveness of the counseling program was rated adequate (Median rating 2.6 on a 5-point scale), the general pattern of ratings and responses seems to indicate limited satisfaction with the present counseling program by the counselors themselves. Generally, counselors seemed to indicate that the present program allows insufficient time for in-depth, ongoing counseling contacts with children, teachers, parents, and other guidance personnel. A disproportionate amount of their time was devoted to psychometric functions.

5.00 CONCLUSIONS

The primary strength of the counseling program, in general, is reported to be the added and extended services made possible by the increase in available counselor time. The program permitted a greater emphasis upon preventive and developmental counseling activities and a broader, more effective use of diagnostic instruments.

Counselors indicated limited satisfaction with the present counseling program and expressed a need to minimize psychometric functions while expanding opportunities for individual and group counseling contacts.

The staff reported satisfaction with the services rendered by counselors.

6.00 RECOMMENDATIONS

Consider the assignment of some counselors to full-time group and individual counseling activities with minimum psychometric responsibilities at several large elementary schools. Evaluate the effect of such a shift of emphasis of counselor duties on the school staffs to determine if such an assignment provides the staff with better counselor assistance.

ESEA Elementary Design #028

PROJECT: Counseling Services

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To identify specific assets and limitations relating to the learning process	Counselor-pupil contacts	Psychological Study Record Summary	Tabulate and analyze counselor contacts with pupils and staff
To identify specific strengths and weaknesses of the project	Staff ratings	Teacher Evaluation (020BG) Administrative Evaluation (020AG)	Completed by teachers and principals
	Counselor responses	Counselor Rating Scale (028A)	To be completed by participating counselors

PROJECT NAME COUNSELING SERVICES Code 028

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool	793	
K	41	
1	510	38
2	486	73
3	315	76
4	98	85
5	85	57
6	63	70
7		
8		
9		
10		
11		
12		
Ungraded	137	8
TOTAL	4,127	407

NUMBER OF ADULT PARTICIPANTS

School Personnel	26
Parents	
Commmunity Personnel	

PROJECT COST $ 604,512

ADDENDUM B

TABLE A: FREQUENCY COUNT OF PSYCHOLOGICAL SERVICES

	Non-public	Pre-school	Reading Spec.	E.S.L.	Enrich.	Intensive Ed.
Individual Tests Administered						
Binet	228	32	771	86	162	269
WISC	73	1	119	26	10	68
WPPSI	0	0	0	0	0	0
Leiter	10	1	61	85	3	52
Other Evaluative Devices Administered						
WRAT	85	3	478	68	97	208
Gilmore	219	3	155	17	2	2
Gray	0	0	17	7	5	8
Peabody Picture Vocabulary	50	716	31	12	1	25
Bender	171	6	286	41	13	83
Preschool Psychomotor	0	711	22	7	1	3
Rutgers	1	19	137	33	17	44
Frostig	2	0	4	0	0	0
Wepman	32	0	51	6	0	0
ITPA	4	149	14	0	0	1
Vineland	0	5	0	2	0	0
Sentence Completion	94	0	36	9	10	3
Draw-a-Person	117	82	558	79	49	200
Other Evaluative Devices	117	86	134	52	45	39
Counselor Recommendations						
Planning for:						
Remedial Help	72	39	583	127	14	200
Enrichment	2	32	12	8	158	26
Acceleration	0	2	1	0	18	4
Age-Grade Adjustment	0	0	8	9	2	2
Retention	6	6	150	16	0	13
Assignment:						
Remedial Reading	240	3	451	41	3	9
Social Adjustment Room	2	0	12	1	1	6
Special Training	9	3	175	42	1	141
Gifted Program	0	3	5	4	48	10
Return to Regular Class	8	14	24	7	1	23
Educationally Handicapped	5	9	7	0	1	6
No Change	327	499	433	97	118	196
Mentally Retarded Exemption	0	1	0	0	0	2
School Follow-up:						
Health Evaluation	17	21	105	29	8	38
Speech Evaluation	3	17	74	10	3	21
Limited Attendance	0	0	5	0	0	12
Referral:						
Health Services	6	5	42	8	6	25
Guidance Clinic	1	2	30	4	3	13
Child Welfare and Attendance	0	1	22	4	1	10
Sp. Ed. Child Develop. Center	0	0	0	0	0	2
Sp. Ed. Physically Handicapped	0	0	0	0	0	3
Sp. Ed. Educationally Handicapped	0	0	3	0	0	3
Community Agency	12	5	18	8	0	11

ADDENDUM C

TABLE B

COUNSELOR FOLLOW-UP ACTIVITIES

	Non-public School	Pre-school	Reading Spec.	E.S.L.	Enrich.	Intensive Ed.
Conferences held						
Teacher	403	771	995	189	175	386
Parent	226	186	292	57	51	224
Dr./Nurse	129	148	209	43	24	185
C.W.A.	1	2	33	1	0	78
Community Agency	7	3	13	0	0	16
Other Activities						
Counseled pupils	161	37	125	39	38	84
Observed pupils	264	471	362	81	50	240
Continuing basis	71	28	42	12	8	41
Group counseling	4	0	2	0	0	21
Correspondence with outside agencies	0	0	7	3	0	6

ADDENDUM C

TABLE D

COUNSELOR RATINGS

	Not Adequate		Adequate		Highly Adequate	Median*
Physical facilities in which to work	15	21	27	3	4	2.4
Supplies and equipment	0	10	49	8	3	3.0
Time allocated for pupils in federal programs	10	25	26	3	5	2.5
Opportunity to observe pupils	8	30	20	7	3	2.4
Opportunity for individual diagnostic work-ups	6	31	24	3	6	2.4
Opportunity for preventative or developmental counseling	27	32	6	4	1	1.8
Opportunity for individual counseling with pupils	21	27	13	4	3	2.0
Opportunity for group counseling	18	27	19	4	1	1.7
Opportunity for follow-up with pupils	20	31	10	5	3	2.0
Opportunity for follow-up with clinics and/or agencies	14	30	21	2	2	2.2
Opportunity to confer with teachers	5	18	40	5	2	2.8
Opportunity to serve as consultant to teachers	11	30	26	1	1	2.3
Opportunity to discuss cases with administrator	2	14	45	6	2	2.9
Opportunity for team members to have case conferences	20	31	13	2	3	2.0
Opportunity to confer with parents	10	20	37	2	1	2.6
Time provided for case write-ups	19	19	31	0	1	2.3
Opportunity to use and evaluate new and/or experimental materials	31	23	12	1	1	1.6
Opportunity for inservice	11	23	31	2	2	2.5
Effectiveness of the counseling program	2	28	26	6	4	2.6

N = 70

Table D is based on Form 028A .
*Based on a scale of 1 - 5.

PROGRAM FOR INTERSCHOOL ENRICHMENT

Division of Elementary Education

1.00 DESCRIPTION

Through the Program for Interschool Enrichment (PIE), pairs of regular classes were brought together from varied ethnic communities for the two major purposes of building good human relations and enriching educational opportunities. Utilizing a theme of instruction from the course of study as the vehicle for a series of joint meetings, children shared problem-solving learning activities which were planned to be dynamic and meaningful.

Approximately eight meetings were scheduled during a semester. The combined classes met in each of the two schools with the two teachers working as a teaching team. In addition, at least two of the eight meetings consisted of jointly-shared school journeys.

During the fall semester, children in grades one through six worked on science, art, social studies, music, and student-government themes. For the spring semester, math and literature themes were added, and the number of participating groups was increased.

Junior Arts Center Workshops and UCLA Opera Workshop were typical community resources which were incorporated into the program. Resource personnel from the local community and the community-at-large contributed to the classroom program to further enrich the experiences of the children.

Similar learning experiences, which were part of the regular classroom program for the grade level, were shared by pupils in both groups. Teachers provided forms of communication (written, taped, etc.) by which individual children sent their personal reactions to these experiences to their "paired" classmates.

2.00 OBJECTIVES

- -To change in a positive direction attitudes toward other ethnic groups through multi-cultural experience
- -To provide cultural enrichment
- -To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was launched in November 1967 and was continued through June 14, 1968. Seventeen schools were included during the fall semester and 32 schools participated during the spring semester.

3.20 Pupils

Program enrollment during each semester was as follows:

	Fall	Spring
Classes using an instructional theme	10	22
Student council groups	9	14
Number of participating schools	17	32
Total number of students involved	650	1200

In the spring, five of the schools had two classes each in the PIE program.

3.40 Activities

3.41 Staff Activities

Local school planning meetings were held to organize and plan for fall semester activities. During January, inservice meetings for all teachers and administrators were held for evaluation and planning.

Two inservice meetings in February provided opportunity for orientation and planning for the spring semester. Special resource materials were distributed and the evaluation design was outlined.

Resource personnel, including Reverend James Hargett, Dr. Farley Hunter, and William Rivera, Public Information Officer, among others met with teachers and administrators in a midsemester, all-day, discussion. Topics included:

- Past and present factors influencing minorities in our community and their impact on education.
- Background for the development of greater sensitivity to the minority child's needs, abilities, and unique linguistic expressions.
- Guidelines for building community awareness, understanding, and support for the program.

A final meeting in June was devoted to evaluation and determination of guidelines for future participants.

An administrative consultant contacted many community agencies to find new resources for children and teachers.

3.42 Pupil Activities

The activities for each instructional theme were planned to promote specific learning in that subject area. Research projects, field trips for science specimen collection and identification, art workshops in photographic line design, sculpturing, silk screen process, texture study, group painting, collage construction, and opera study were some of the activities in which the children engaged. Other activities in the program were attendance at opera rehearsals and performances, visits to city council, county board of supervisors, board of education, court house, court rooms, and offices of foreign consulates.

In addition, written, taped, pictorial and filmed exchanges took place between classes and among individual pupils. These activities served to strengthen self-image, build interpersonal relationships, improve communication skills, and reinforce cognitive learning.

3.50 Specialized Materials, Supplies, and Equipment

Regular school supplies were utilized throughout the program. In addition, tape recorders, cameras, projectors, listening centers and supplies were purchased.

3.60 Personnel and Logistical Problems

Solving the problem of space for the joint meetings was somewhat complex. The assistance of parents, associate teachers, aides, resource teachers, and upper-grade children permitted greater individualization of instruction. More of these resource personnel were needed.

Teachers who sponsored student council groups needed substitute teachers to cover their own classes on joint meeting days.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil attitudes, activities provided, and ratings by parents and staff on the effectiveness of the program.

Instruments designed to collect information on the variables were:

-Form 029A, Attitude Rating Scale

-Form 029B, Teacher Summary of Interschool Journey

-Form 029C, Teacher Rating Scale

-Form 029D, Parent Questionnaire

-Form 029E, Administrative Evaluation

4.21 Objective: To change in a positive direction attitudes toward other ethnic groups through multi-cultural experience.

Twenty-three of the 36 classes involved in the PIE program were used in assessing student attitudes. Each student in these 23 classes completed an attitude rating scale after his first exchange contact and again at the end of the semester. Table A shows a comparison of the pre and post attitude ratings of ESEA and non-ESEA students.

No definite conclusion on change in attitude is defensible because of the reliability of the instrument. A modified split-half reliability test, comparing items 1, 2, 5, and 7 against items 3, 6, 8, and 9 for the groups shown in Table A revealed a reliability coefficient of only .56 for each group. Both groups, ESEA and non-ESEA, maintained their attitude ratings on items referring to themselves, but dropped somewhat in ratings on items referring to their exchange partners.

TABLE A

STUDENT ATTITUDE RATINGS

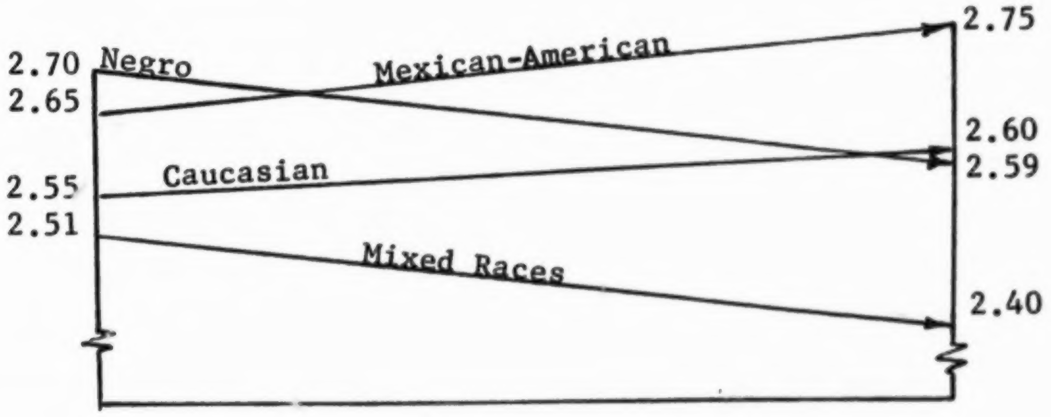
		ESEA GROUPS			NON-ESEA GROUPS		
		PRE MEAN	POST MEAN	r	PRE MEAN	POST MEAN	r
1.	Coming to school	2.8	2.8	.45	2.6	2.7	.49
2.	About your teacher	2.9	2.8	.24	2.8	2.8	.36
3.	About yourself	2.7	2.7	.32	2.5	2.4	.35
4.	About your classmates	2.6	2.6	.40	2.7	2.6	.23
5.	About exchange students	2.7	2.5	.30	2.5	2.4	.30
6.	Classmate attitude of you	2.4	2.5	.37	2.4	2.4	.36
7.	Exchange student feelings about you	2.6	2.5	.27	2.4	2.3	.42
8.	Trips with exchange school	2.8	2.8	.17	2.9	2.8	.28
9.	Working with exchange students	2.8	2.7	.24	2.6	2.6	.61
10.	"Self" (average of items 1, 2, 3, & 6)	2.7	2.7	.42	2.6	2.6	.61
11.	"Others" (average of items 5, 7, 8, & 9)	2.7	2.6	.36	2.6	2.6	.49
			N = 269				N = 252

Table A is based on Form 029A.
Note: Means are based on a 3-point scale. (Sad = 1, Normal = 2, Happy = 3)

Analysis of the attitude ratings by race tentatively indicate that children from predominantly Negro and Mexican-American schools had the highest initial attitude ratings on items referring to their exchange partners (Items 5, 7, 8, 9). When rated again near the end of the semester, the attitude scores had decreased in predominantly Negro schools but had increased in predominantly Mexican-American schools (Figure A).

Children in predominantly Caucasian and integrated schools had the lowest initial attitude ratings on items referring to their exchange partners. When they were rated again near the end of the semester the attitude scores had lost ground in the integrated schools but had gained slightly in predominantly Caucasian schools.

FIGURE A



4.22 Objective: To provide cultural enrichment.

Teachers rated the various interschool journeys as shown in Table B. They felt the journeys were of greatest value in enriching pupil backgrounds, and of the least value in increasing knowledge of subject matter.

TABLE B

TEACHER SUMMARY OF INTERSCHOOL JOURNEY

ITEM	Not Effective 1	Less than Effective 2	Effective 3	Very Effective 4	Median*
Broaden and enrich their background	2	2	23	48	3.7
Increase their knowledge of subject matter	2	10	28	34	3.4
Develop positive attitudes toward children from other ethnic groups	2	6	26	41	3.6

Table B is based on Form 029B. N = 75

*Based on a 1 - 4 scale.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Teacher rating scales, returned by 29 of the 36 participating teachers, are summarized in Table C, Addendum C. Teachers found the PIE program to be most valuable in enriching pupil backgrounds and in assisting to develop positive attitudes toward children of other ethnic groups. They gave the lowest ratings to parental support of the program and to the evaluation instruments. The attitude rating scale was thought to be too difficult for a few first graders and too childish for some sixth graders.

Teachers cited as strengths of the program: development of positive attitudes, freedom to structure their own programs, exposure of pupils to varied racial backgrounds, and the positive attitudes generated by active participation of some mothers.

Occasional discipline problems during interschool visits, low parent support, and children's fatigue resulting from "too many" trips were cited as weaknesses of the program.

Teachers recommended the allocation of time during the school day for planning group activities (4 respondents). They further recommended that activities be geared to the ability level and interest of paired groups, and be of short enough duration to fit bus schedule limitations (2).

Teachers also recommended an increase in the number of interschool visits (4), use of substitute teachers for student council sponsors on trip days (3), allowance for such current expenses as phone calls and development of prints and transparencies (2), and selection of partner schools as near to each other as practical in order to help sustain friendships formed among children in the program (2).

Parent Questionnaires are summarized in Table D, Addendum C. The 315 respondents represent about half of those who received questionnaires. Analysis of the questionnaires revealed that parents of children in predominantly Mexican-American and Negro schools felt, almost without exception, that their children benefited from the program. Parents of children in Caucasian and racially-integrated schools registered scattered objections concerning loss of regular classroom time and "waste" of funds in busing. Most parents (89 percent) favored continuation of the program. The 11 percent who opposed the program consisted mainly of Caucasian parents and parents of children in integrated schools, as shown below:

TABLE E

RACE	N	N OPPOSED
Unidentified	34	1
Mexican-American	50	1
Negro	69	2
Mixed groups	64	10
Caucasians	89	13
	306	27

A parent who participated actively in the program wrote: "I was especially pleased that the mothers were permitted to participate in this program so we could get to know the children and mothers of the other school, as well as our own children and mothers."

Twenty-six of the 31 administrators returned their rating forms. Results are presented in Table F, Addendum C. The principals felt that the PIE program held high value for enriching pupil background and for assisting in development of positive attitudes toward children from other ethnic groups. Parental support of the program was given the lowest rating (3.3 median on a 4-point scale).

None of the 26 reporting principals made negative comments about the program. Ten principals urged continuation and/or expansion of the program. Principals recommended pairing schools closer in location to curtail travel time, pairing teachers according to their educational goals, and including parents in teacher meetings.

Principals also recommended the allocation of school time for teacher planning; of substitutes for student council advisors away on trips; of a budget for current expenses such as film development, mail, and telephone calls; and of funds for inservice for teachers.

4.30 Outcomes

The attitude rating scale, taking into consideration its reliability, revealed that pupils maintained their attitude ratings on items referring to themselves, but decreased slightly in their ratings on items referring to others.

Teachers and principals found the program most valuable in enriching pupil background and in developing positive attitudes toward children from ethnic groups different from their own.

Teachers noted generally low parent support for the component but cited positive attitudes generated by those mothers who did participate actively in the program. Eighty-nine percent of the parents approved the project and recommended its continuation. Eleven percent of the parents of children in Caucasian and racially-integrated schools opposed the program and raised scattered objections concerning the loss of regular classroom time and funds spent in busing.

5.00 CONCLUSIONS

School staffs felt the project assisted in developing positive pupil attitudes, and in enriching pupil background.

Staff recommendations concerned inservice, selection of schools, teacher planning time, use of substitutes, and reimbursement for current expenses.

The great majority of parents recommended continuation of the project.

6.00 RECOMMENDATIONS

Continue the program, giving care to the selection of schools and teachers. Paired schools should be geographically close to curtail travel time, yet socio-economically and ethnically different.

Continue teacher inservice programs to help prospective PIE teachers learn ways of working successfully with multi-cultural groups. Consider inviting parents to these programs.

Make substitutes available to cover classes of student government sponsors away on field trips and to allow time for teachers to plan joint activities.

Revise evaluation instruments in an attempt to discover variables which might affect attitude development. Administer the attitude rating scale to the entire experimental group rather than to a sample.

Consider involving parents more fully in these programs.

ESEA Elementary Design #029

COMPONENT: Program for Interschool Enrichment

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To change in a positive direction attitudes toward other ethnic groups through multicultural experience	Pupil attitudes	Attitude Rating Scale (029A)	Compare pupil pre and post ratings
To provide cultural enrichment	Activities provided	Teacher Summary of Interschool Journey (029B)	To be completed by teachers after each field trip
To identify specific strengths and weaknesses of the project	Parent and staff ratings	Parent Questionnaire (029D) Teacher Rating Scale (029C) Administrative Evaluation (029E)	To be completed by parents in sample schools To be completed by teachers and principals at the end of the semester

ADDENDUM A

029

PROJECT NAME PROGRAM FOR INTERSCHOOL ENRICHMENT (PIE) Code 029

Beginning date November 1967 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1	180	
2	310	
3	41	
4	342	
5	398	
6	578	
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL	1,850	

NUMBER OF ADULT PARTICIPANTS

School Personnel	40
Parents	
Commmunity Personnel	

PROJECT COST $ 83,763

ADDENDUM B

TABLE C

RATING BY TEACHERS

ITEM	Not Effective 1	Less than Effective 2	Effective 3	Very Effective 4	Median
Administrative organization and preparation of activities	0	1	13	15	3.5
Selection of participating groups	2	1	15	10	3.2
Parent support of program	1	6	14	3	2.9
School Journeys					
a) Art theme	0	0	0	3	
b) Literature	0	0	0	2	
c) Mathematics	0	1	0	0	
d) Music	0	0	2	2	
e) Science	0	0	0	1	
f) Social Studies	0	0	1	3	
g) Student Council	1	0	6	5	
Total school journeys	1	1	9	16	3.7
Enriching pupil backgrounds	0	0	10	19	3.7
Increasing pupils' subject matter knowledge	1	4	10	13	3.4
Assisting in development of positive attitudes toward children from other ethnic groups	1	3	6	18	3.7
Suitability of evaluation instruments	0	6	12	2	2.8
Assistance in completing evaluation forms	3	3	9	2	3.2

Table C is based on Form 029C. Maximum N = 29

TABLE D
PARENT RESPONSES

ITEM	FREQUENCY YES	NO	%YES
Do you feel your child benefited from participating in the program?	291	21	92
Did your child talk about his experiences in this program?	293	22	93
Do you feel these experiences will assist in the development of positive attitudes toward children from other ethnic groups?	275	32	87
Did you receive information about the program?	225	84	71
Would you like to have this program continued?	279	27	89

Table D is based on Form 029D. N = 315

TABLE F
RATINGS BY ADMINISTRATORS

ITEM	Not Effective	Less than Effective	Effective	Very Effective	Median
Administrative organization and preparation of activities	0	0	11	15	3.6
Selection of participating groups	1	0	9	16	3.7
Parent support of program	1	2	12	9	3.3
Enriching the background of pupils	0	1	5	19	3.8
Increasing their knowledge of subject matter	1	1	9	14	3.6
Assisting in the development of positive attitudes toward children from other ethnic groups	0	2	4	17	3.8
Overall effectiveness in relation to stated objectives	0	1	8	15	3.7
Suitability of evaluation instruments	1	0	8	7	3.4
Assistance received im completing evaluation forms	0	0	6	5	3.4

Table F is based on Form 029E. *Based on a 1 - 4 scale. Maximum N = 27

PARISH DAY SCHOOL - NONPUBLIC SCHOOLS

Division of Elementary Education

1.00 DESCRIPTION

This component provided individual instruction in reading to small groups of children who had reading deficiencies. Activities were planned to develop listening, conceptual, word attack, vocabulary, and comprehension skills. The reading program included 16 children in grades one through six who were in attendance at the Holy Nativity Parish Day School and who lived in disadvantaged areas of Los Angeles.

The Parish Day School is an ungraded, integrated, coeducational school conducted by the Espiscopal Church of the Holy Nativity of Westchester. The school enrollment was 90, including 28 Negro children. Sixteen of the Negro children lived in the disadvantaged areas and were involved in this component.

A regularly assigned member of the Parish Day School staff supervised the remedial reading activities which were provided on a scheduled basis after school.

2.00 OBJECTIVES

- To improve performance as measured by standardized achievement tests

- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from April 15 through June 14, 1968 at Holy Nativity Parish Day School.

3.20 Pupils

This component provided 16 pupils with remedial reading instruction. In addition to the criterion above, the initial selection of participating pupils was on the basis of available test information with raw scores of the Stanford Reading Test being used for this purpose. Recommended pupils were screened by the remedial reading teacher through informal tests. Final selection of pupils was made by the principal who was also the reading teacher.

3.40 Activities

3.41 Staff Activities

Inservice education was provided by a faculty member from Loyola University and by the principal at the school for all members of the school staff and included the following: counseling techniques useful in working with children; effective uses of audio-visual equipment and materials; and methods for developing oral communication skills.

3.42 Pupil Activities

The teacher-principal worked with groups of pupils on a scheduled basis after school five days each week. The approaches to reading utilized were linguistic, phonetic, kinesthetic, language experience, and basal reading. Experiences were planned to develop verbal communications, listening skills, conceptual and basic reading skills, a positive self-image, and a desire to read. The provision of individualized instruction, coupled with successful experiences in reading, was intended to develop pupil interest in reading and improve pupil-teacher relationships.

3.50 Specialized Materials, Supplies, and Equipment

Specialized materials, supplies, and equipment, ordered in May, were not received as of June 14, 1968, closing date of the component.

3.60 Personnel and Logistical Problems

Need for the following was expressed: a variety of high interest, easy vocabulary reading materials, including readers; a part-time Los Angeles City Schools Reading Specialist; counseling and health services.

4.00 EVALUATION

4.10 Design

The objectives for this component were evaluated through the use of scores on standardized tests of reading achievement, and evaluation ratings and comments by parents and staff members.

Use of the following instruments provided information on the variables:

- Form 020AG, Administrative Evaluation
- Form 020BG, Teacher Evaluation
- Form 020DG, Parent Questionnaire
- Stanford Achievement Test (Primary I and II Batteries; Intermediate I and II Batteries) measuring word and paragraph meaning
- Stanford Achievement Test (Primary I, Form W; Primary II, Forms W and X) providing data for determining school median scores

4.20 Attainment of Objectives

4.21 Objective: To improve performance as measured by standardized achievement tests.

Originally it was planned to evaluate the effectiveness of this component by comparing achievement test scores of participating pupils with those of pupils in Los Angeles City Schools. This was not possible because of differences in the testing programs and because this component began in April and ended in June. However, test data obtained on component pupils did indicate that - with three exceptions - they scored near or above expected grade placement.

TABLE A

COMPARISON OF READING SCORES

PUPIL	Chronological Age 5/68	Estimated Grade Placement 5/68	Test Grade Placement 11/67	Test Grade Placement 2/68	Test Grade Placement 5/68
1	6-6	B1	1.5		1.6
2	7-4	B2		1.2	1.7
3	7-5	A2		2.0	
4	7-5	B2	2.5		3.3
5	7-6	A2	1.7		1.8
6	8-0	A2	1.5		1.9
7	8-5	B3			
8	8-6	A3			
9	8-10	A3		3.6	
10	10-6	A5	4.4		5.2
11	10-6	A5		3.8	3.1
12	10-8	A5		5.9	7.1
13	11-3	B6	4.2		3.3
14	11-9	A6	7.3		8.0
15	12-2	B6	2.7		3.8

4.22 Objective: To identify specific strengths and weaknesses of the project.

Five parents responded positively to all items on the unsigned questionnaire. Since several of the 16 pupils are siblings, the five parents could represent a majority of pupils in the component.

Teachers rated improvement of parent-school relationships, improvement of pupil attitudes, and the overall effectiveness of the program as "Highly Adequate" (Table B, Addendum C). Teacher comments included references to the excellent reception of component pupils by other pupils and faculty, cooperation of parents, and improvement of pupil attitudes toward school. Teachers cited the lack of adequate reading material and classroom equipment.

The principal noted the need for books.

4.30 Outcomes

In those cases where comparison was possible, reading scores of the Parish Day School pupils were found to be considerably above expected scores for their estimated grade placement.

Because the component operated for only two months prior to the end of the school year, and supplies and equipment were not received until after the close of the school, it was difficult to determine the effectiveness of the component.

School staff members felt the program made its greatest impact on student attitudes and parent-school relationships.

5.00 CONCLUSIONS

Judging by available data, it is doubtful whether the majority of these pupils were seriously in need of remedial instruction.

Component operation may have been limited because specialized materials, supplies, and equipment were late in arriving.

6.00 RECOMMENDATIONS

Discontinue this component. The need of the pupils in this component for remedial reading instruction is not as great as the need of pupils in the public schools of the target area.

ESEA Nonpublic Elementary Design # 030

COMPONENT: Parish Day School (NPS)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve performance as measured by standardized achievement tests	Scores on standardized achievement tests	Stanford Achievement Test Primary I and II Batteries Intermediate I and II Batteries Stanford Reading Test Primary I, Form W Primary II, Forms W and X	Comparison of individual pupil reading test scores with public school averages
To identify specific strengths and weaknesses of the project	Ratings by parents and staff	Administrative Evaluation (020AG) Teacher Evaluation (020BG) Parent Questionnaire (020DG)	To be completed by principal, teachers, and parents

PROJECT NAME PARISH DAY SCHOOL Code 030

Beginning date 4-15-68 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT Public	PUPIL ENROLLMENT Nonpublic
Preschool		
K		
1		1
2		5
3		3
4		
5		4
6		3
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		16

NUMBER OF ADULT PARTICIPANTS

School Personnel ____

Parents ____

Community Personnel ____

PROJECT COST $ 5,163

ADDENDUM B

TABLE B

TEACHER RATINGS

ITEM	FREQUENCY Quite Inadequate	Less than Adequate	Adequate	Highly Adequate
Improvement of pupil academic skills	1	0	3	0
Improvement of pupil attitudes	0	0	1	4
Availability of supplies	1	1	3	0
Availability of equipment	1	1	3	0
Availability of instructional materials	0	2	3	0
Suitability of physical facilities	1	3	1	0
Improvement of parent-school relationships	0	0	0	5
Overall effectiveness of program	0	0	1	4

Table B is based on Form 020BG.

N = 5

ADDENDUM C

3

APPENDIX

LIST OF STANDARDIZED TESTS

1967 - 1968

COMPONENT	NAME OF TEST	GRADE LEVEL	WHEN GIVEN
020	Stanford Reading Test		
	(Primary II, Form W)	A2	5-67
	(Primary II, Form X)	A3	5-68
023	California Achievement Test (Upper Elementary, Form W)	A5	4-68
	Stanford Reading Test (Primary II, Form W)	A3	5-68
025	Peabody Picture Vocabulary Test (Form A)	Preschool	9-66 1-67 2-68 5-68
026	Harsh-Soeberg Survey of Primary Reading Development (Forms A1-B1)	1 - 2	9-67 6-68
	Gates Basic Reading Tests (Reading Vocabulary and Level of Comprehension, Forms 1 - 2)	3 - 6	9-67 6-68

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CONTROL NUMBER	MARK AT RIGHT ▶										
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

EA Elementary Project: Reading Specialist Summer Extension

TEACHER EVALUATION

n completing this form, please fill in the boxes completely and neatly. If you make a istake, erase completely. The block at the top of the page has been marked for you. Please o not fold or staple. Please return by August 9, 1968.

ow do you rate the program in terms of:		Doesn't Apply	In-effective	Somewhat Effective	Effective	Very Effective
1. Overall effectiveness	1	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
2. Placement of pupils	2	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
3. Improvement of parent-school relationships	3	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
4. Effectiveness of aides	4	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
5. Assistance from Consultant	5	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
6. Suitability of this evaluation instrument	6	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
RATING OF PRE-SERVICE						
7. Overall value of pre-service	7	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
8. Assistance in organizing instructional content for use in your current assignment	8	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
9. Assistance in teaching techniques relating to your specific assignment	9	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
10. Assistance in developing materials for your assignments	10	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4

What factors contributed to the success or lack of success of the program?

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Recommendations: ______________________________

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(over)

020B

Please rate the materials listed for their effectiveness in teaching reading. If the material was not used, circle the "o" in the first column. If materials were used at different grade levels with different degrees of success, please explain on the back of the form under "comments". Please circle one number for each item.

		Material Not Used	In-effective	Somewhat Effective	Effective	Very Effective
1.	Learning Time with Language	1. 0	1	2	3	4
2.	The Cat in the Hat Dictionary	2. 0	1	2	3	4
3.	New Science Reading Adventures	3. 0	1	2	3	4
4.	Phonics and Word Power	4. 0	1	2	3	4
5.	Read Study Think - Buddy's Puzzles	5. 0	1	2	3	4
6.	Zip's Book of Animals	6. 0	1	2	3	4
7.	Zip's Book of Puzzles	7. 0	1	2	3	4
8.	Danny and the Dinosaur	8. 0	1	2	3	4
9.	Little Bear	9. 0	1	2	3	4
10.	Little Bear's Friend	10. 0	1	2	3	4
11.	Little Runner of the Longhouse	11. 0	1	2	3	4
12.	Tell Me Some More	12. 0	1	2	3	4
13.	Big Whistle, The	13. 0	1	2	3	4
14.	Boys and Girls at Work	14. 0	1	2	3	4
15.	Come Out	15. 0	1	2	3	4
16.	Monkey, The	16. 0	1	2	3	4
17.	New Boy	17. 0	1	2	3	4
18.	Olly's Alligator	18. 0	1	2	3	4
19.	One, Two, Three	19. 0	1	2	3	4
20.	Party Book, The	20. 0	1	2	3	4

(continued)

ase follow instructions given on page two.

			Material Not Used	In-effective	Somewhat Effective	Effective	Very Effective
21.	Run and Play	21.	0	1	2	3	4
22.	Something to Tell	22.	0	1	2	3	4
23.	Spaceship of Your Own	23.	0	1	2	3	4
24.	That Smart Dog Sam	24.	0	1	2	3	4
25.	Three Billy Goats Gruff	25.	0	1	2	3	4
26.	Andy and the Lion	26.	0	1	2	3	4
27.	Barney's Adventure	27.	0	1	2	3	4
28.	Biggest Bear, The	28.	0	1	2	3	4
29.	Brave Daniel	29.	0	1	2	3	4
30.	Bread and Jam for Frances	30.	0	1	2	3	4
31.	Caps for Sale	31.	0	1	2	3	4
32.	Carrot Seed, The	32.	0	1	2	3	4
33.	Case of the Hungry Stranger, The	33.	0	1	2	3	4
34.	Charlie The Tramp	34.	0	1	2	3	4
35.	Crictor	35.	0	1	2	3	4
36.	Curious Cow, The	36.	0	1	2	3	4
37.	Curious George	37.	0	1	2	3	4
38.	Curious George Gets a Medal	38.	0	1	2	3	4
39.	Curious George Rides a Bike	39.	0	1	2	3	4
40.	Curious George Takes a Job	40.	0	1	2	3	4
41.	Did You Ever See?	41.	0	1	2	3	4
42.	Fortunately	42.	0	1	2	3	4
43.	Harold and the Purple Crayon	43.	0	1	2	3	4
44.	"I Can't," said the Ant	44.	0	1	2	3	4
45.	I Know an Old Lady	45.	0	1	2	3	4

Please follow instructions given on page two.

	Material Not Used	In-effective	Somewhat Effective	Effective	Very Effective
46. In the Forest	46. 0	1	2	3	4
47. Indian Two Feet and His Horse	47. 0	1	2	3	4
48. Little Raccoon and the Outside World	48. 0	1	2	3	4
49. Lucky and the Giant	49. 0	1	2	3	4
50. Mighty Hunter, The	50. 0	1	2	3	4
51. My Box and String	51. 0	1	2	3	4
52. Nobody Listens to Andrew	52. 0	1	2	3	4
53. Olaf Reads	53. 0	1	2	3	4
54. One, Two, Three Going to See	54. 0	1	2	3	4
55. Rabbit and Skunk and the Scary Rock	55. 0	1	2	3	4
56. Red Fox and His Canoe	56. 0	1	2	3	4
57. Robert Francis Weatherbee	57. 0	1	2	3	4
58. Story About Ping	58. 0	1	2	3	4
59. Too Much Noise	59. 0	1	2	3	4
60. What Do You Say Dear?	60. 0	1	2	3	4
61. What is a Frog?	61. 0	1	2	3	4
62. Where Have You Been?	62. 0	1	2	3	4
63. Where is Everybody?	63. 0	1	2	3	4

Comments: ____

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Approved by: Robert J. Purdy, Associate Superintendent
Division of Elementary Education

Return to: Office of Research and Development
at Emerson Manor Room 3

6/68 020B

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Reading Specialist - Summer Extension

PARENT QUESTIONNAIRE

Dear Parent:

We are pleased that your child has an opportunity to participate in the reading program. We now wish to know how you feel about the program. Please help us by circling your answers to the questions below. You need not sign your name on this form.

Please have your child return this form to the teacher as soon as possible. Thank you.

1. Do you think that your child improved his reading skills this summer? **Yes No**

2. Does your child spend more time now reading at home than before the summer program? **Yes No**

3. Do you think that reading is the subject in which your child needed most help? **Yes No**

4. If answer is "no", what subject is needed more? ______________________________

5. Did you receive information about Summer School? **Yes No**

6. Does the school sufficiently inform you about its summer activities? **Yes No**

7. Do you feel that you can contact the school when you have a problem? **Yes No**

8. Did you visit any of the reading classes this summer? **Yes No**

9. Would you like to have your child enrolled in this type of class next summer? **Yes No**

10. Do you think the school people know and understand your child? **Yes No**

If you have any comments you wish to make, write them below:

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6-68

020D

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Proyectos Primarios: Clases de Lectura

Queridos Padres:

Las escuelas de la cuidad de Los Angeles han ofrecido clases especiales para los niños de las escuelas primarias. Nos complace el saber que su niño tuvo la oportunidad de participar en la clase de lectura.

Deseamos saber su opinión acerca las clases. Háganos el favor de contestar las preguntas que siguen. No es necesario firmar el blanco porque solamente queremos la información.

Por favor retornan el blanco a la maestra de su niño en cuanto es posible.

Gracias por su atención.

1. ¿Cre Usted que su niño a mejorado en su habilidad de leer? Si No
2. ¿Dedica mas tiempo su niño leyendo en casa ahora que a recibido instrucion en lectura este verano? Si No
3. ¿Opina Usted que su niño fue inscribido en la clase que necesitaba mas instrucion? Si No
4. ¿Si su respuesta es "no" cual clase seria de mas probecho para su niño? ______________________________
5. ¿Cre Usted que fue bien informada tocante las clases de verano? Si No
6. ¿Recibo informacion suficiente de la escuela, tocante las actividades que tomaran lugar durante el verano? Si No
7. ¿Se siente Usted con confianza de llamar a la escuela si tiene algun problema? Si No
8. ¿Visito Usted las clases de lectura este verano? Si No
9. ¿Desearia que su niño se inscriba en dicha clase el verano que entra? Si No
10. ¿Cre Usted que el personaje de la escuela comprende bien a su niño? Si No

Si desean, hagan un comentario:

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020D 6-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Reading Specialist

TEACHER EVALUATION

CONTROL NUMBER		MARK AT RIGHT									
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9

In completing this form please use a number two pencil and fill in the boxes completely and neatly. If you make a mistake, erase completely. The block at the top of the page has been marked for you. Please do not fold or staple. Please return by June 12, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at Emerson Manor Room 3

Please rate the materials listed for their effectiveness in teaching reading. If the material was not used, fill in the "o" box in the first column. If materials were used at different grade levels with different degrees of success, please explain on the back of the form under "comments". Please fill in one number for each item.

		Material Not Used	In-effective	Somewhat Effective	Effective	Very Effective
1. Bank Street Readers	1	0	1	2	3	4
2. Detroit Basal Readers	2	0	1	2	3	4
3. Science Linguistic Readers	3	0	1	2	3	4
4. McKee Basal Readers	4	0	1	2	3	4
5. Sounds of Language Readers	5	0	1	2	3	4
6. Multi-Ethnic Basal Readers	6	0	1	2	3	4
7. Dolch Basic Vocabulary Readers	7	0	1	2	3	4
8. Sailor Jack	8	0	1	2	3	4
9. Dan Frontier	9	0	1	2	3	4
10. Jim Forest	10	0	1	2	3	4
11. S.R.A. Reading Kit - 1a	11	0	1	2	3	4
12. Ginn Language Kit A	12	0	1	2	3	4
13. Ginn Language Kit B	13	0	1	2	3	4
14. Urban Development Pictures	14	0	1	2	3	4
15. Treasure Chest for Reading Readiness	15	0	1	2	3	4
16. Speech to Print Phonics Kit	16	0	1	2	3	4
17. Childcraft	17	0	1	2	3	4
18. Language Experiences in Reading	18	0	1	2	3	4
19. Appreciate Your Country Series	19	0	1	2	3	4

(over)

020E

		Material Not Used	In-effective	Somewhat Effective	Effective	Very Effective
20. Chandler Readers	20	0	1	2	3	4
21. S.R.A. Reading Kit - 1	21	0	1	2	3	4
22. Peabody Language Kit A	22	0	1	2	3	4
23. Visual Experiences for Creative Growth	23	0	1	2	3	4
24. Tell-a-Story Set 1 and Set 2	24	0	1	2	3	4
25. Programmed Reading and Storybooks	25	0	1	2	3	4
26. S.R.A. Learning to Think Series	26	0	1	2	3	4
27. Reading Skill Builders	27	0	1	2	3	4
28. Weekly Readers	28	0	1	2	3	4
29. Words in Action	29	0	1	2	3	4

List the three filmstrips you found most effective in your program:

1. ____________________ 2. ____________________ 3. ____________________

List the three filmstrips which contributed very little to your program:

1. ____________________ 2. ____________________ 3. ____________________

List the three filmstrips (sound) you found most effective in your program:

1. ____________________ 2. ____________________ 3. ____________________

List the three filmstrips (sound) which contributed very little to your program:

1. ____________________ 2. ____________________ 3. ____________________

List the records you found most effective in your program:

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List the records which contributed very little to your program:

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Comments:

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Projects

ADMINISTRATIVE EVALUATION

CONTROL NUMBER		MARK AT RIGHT ▶									
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9
			0	1	2	3	4	5	6	7	8	9

Please complete one digitek form for each project you are evaluating. Use a number two pencil and fill in the boxes neatly and completely. If you make a mistake, erase completely. Please do not fold or staple. In the block at the top, write the three digit school number assigned your school in boxes 1-3. Write the one digit project number from the list below in box 4. Leave 5 and 6 blank. Fill in the corresponding rectangles for the four numbers.

0 Reading Specialist
1 English as a Second Language
2 Teacher-Librarian
3 Enrichment
4 Kindergarten
5 Pre School
6 Reading Specialist-NPS
7 English as a Second Language-NPS

How do you rate the program in terms of:	Doesn't Apply	Quite inadequate	Less than Adequate	Adequate	Highly Adequate
1. Improvement of pupil academic skills	0	1	2	3	4
2. Improvement of pupil attitudes	0	1	2	3	4
3. Placement of pupils	0	1	2	3	4
4. Availability of supplies	0	1	2	3	4
5. Availability of equipment	0	1	2	3	4
6. Availability of instructional materials	0	1	2	3	4
7. Suitability of physical facilities	0	1	2	3	4
8. Improvement of parent-school relationships	0	1	2	3	4
9. Effectiveness of aides	0	1	2	3	4
10. Assistance from Consultants	0	1	2	3	4
11. Counselors' role in assisting teachers and parents	0	1	2	3	4
12. Counselors' role in assisting with learning and behavior difficulties of children	0	1	2	3	4
13. Overall effectiveness of program	0	1	2	3	4
14. Adequacy of evaluation instruments	0	1	2	3	4
15. Value of in-service	0	1	2	3	4
16. Have you seen last year's evaluation report?	0 Yes	1 No			

(over)

020AG

Comments or qualifying statements on items (1) through (16).

Recommendations and comments:

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR ROOM 3

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Projects

TEACHER EVALUATION

CONTROL NUMBER	MARK AT RIGHT ▶									
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Please complete this form for the project to which you are assigned. Use a number two pencil and fill in the boxes neatly and completely. If you make a mistake, erase completely. Please do not fold or staple. In the block at the top, write the three digit school number assigned your school in boxes 1-3. Write the one digit project number from the list below in box 4. Leave 5 and 6 blank. Fill in the corresponding rectangles for the four numbers.

0 Reading Specialist	4 Kindergarten
1 English as a Second Language	5 Pre School
2 Teacher-Librarian	6 Reading Specialist-NPS
3 Enrichment	7 English as a Second Language-NPS

How do you rate the program in terms of:	Doesn't Apply	Quite inadequate	Less than Adequate	Adequate	Highly Adequate
1. Improvement of pupil academic skills	0	1	2	3	4
2. Improvement of pupil attitudes	0	1	2	3	4
3. Placement of pupils	0	1	2	3	4
4. Availability of supplies	0	1	2	3	4
5. Availability of equipment	0	1	2	3	4
6. Availability of instructional materials	0	1	2	3	4
7. Suitability of physical facilities	0	1	2	3	4
8. Improvement of parent-school relationships	0	1	2	3	4
9. Effectiveness of aides	0	1	2	3	4
10. Assistance from Consultants	0	1	2	3	4
11. Assistance from Counselors	0	1	2	3	4
12. Assistance received in completion of evaluation forms	0	1	2	3	4
13. Overall effectiveness of program	0	1	2	3	4
14. Adequacy of evaluation instruments	0	1	2	3	4
15. Overall value of in-service	0	1	2	3	4
16. Assistance in understanding and communicating with the educationally disadvantaged pupil	0	1	2	3	4
17. Assistance in organizing instructional content to be used in your current assignment	0	1	2	3	4
18. Assistance in teaching techniques relating to your specific assignment	0	1	2	3	4
19. Assistance in developing materials for your assignments	0	1	2	3	4

(over)

020BG

Comments or qualifying statements on items (1) through (19):

What were the significant strengths of the program?

What were the significant weaknesses of the program?

Recommendations and comments:

Approved by: Robert J. Purdy, Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR ROOM 3

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Projects

CONSULTANT EVALUATION

CONTROL NUMBER	MARK AT RIGHT ▶									
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

Please complete one digitek form for each project you are evaluating. Use a number two pencil and fill in the boxes neatly and completely. If you make a mistake, erase completely. Please do not fold or staple. In the block at the top, write the three digit school number assigned your school in boxes 1-3. Write the one digit project number from the list below in box 4. Leave 5 and 6 blank. Fill in the corresponding rectangles for the four numbers.

0 Reading Specialist
1 English as a Second Language
2 Teacher-Librarian
3 Enrichment
4 Kindergarten
5 Pre School
6 Reading Specialist-NPS
7 English as a Second Language-NPS
8 Counseling Services
9 Program for Interschool Enrichment

How do you rate the program in terms of:	Doesn't Apply	Quite inadequate	Less than Adequate	Adequate	Highly Adequate
1. Improvement of pupil academic skills	0	1	2	3	4
2. Improvement of pupil attitudes	0	1	2	3	4
3. Placement of pupils	0	1	2	3	4
4. Availability of supplies	0	1	2	3	4
5. Availability of equipment	0	1	2	3	4
6. Availability of instructional materials	0	1	2	3	4
7. Suitability of physical facilities	0	1	2	3	4
8. Improvement of parent-school relationships	0	1	2	3	4
9. Effectiveness of aides	0	1	2	3	4
10. Assistance received in completion of evaluation forms	0	1	2	3	4
11. Counselors' role in assisting teachers and parents	0	1	2	3	4
12. Counselors' role in assisting with learning and behavior difficulties of children	0	1	2	3	4
13. Overall effectiveness of program	0	1	2	3	4
14. Adequacy of evaluation instruments	0	1	2	3	4
15. Overall value of in-service	0	1	2	3	4
16. Assistance in understanding and communicating with the educationally disadvantaged pupil	0	1	2	3	4
17. Assistance in organizing instructional content to be used in your current assignment	0	1	2	3	4
18. Assistance in teaching techniques relating to your assignment	0	1	2	3	4
19. Assistance in developing materials for your assignments	0	1	2	3	4

020CG

(over)

Comments or qualifying statements on items (1) through (19):

What were the significant strengths of the program?

What were the significant weaknesses of the program?

Recommendations and comments:

Approved by: Robert J. Purdy, Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR ROOM 3

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project

PARENT QUESTIONNAIRE

Dear Parent:

The Los Angeles City Schools are offering special classes for elementary pupils. We are pleased that your child has an opportunity to participate in these programs.

We now wish to know how you feel about the program. Please help us by circling your answers to the questions below. You need not sign your name on this form.

Please have your child return this form to the teacher as soon as possible.

Thank you.

1. Do you feel your child benefited from participating in the program?	Yes	No
2. Did you receive information about the program?	Yes	No
3. Do you think your child was enrolled in the program he needed most?	Yes	No
4. Would you like to have this program continued?	Yes	No
5. Did you visit the school?	Yes	No

Please make any comments you wish below:

11-67

020DG

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Proyectos Primarios

Queridos Padres:

Las escuelas de la ciudad de Los Angeles han ofrecido clases especiales para los ninos de las escuelas primarias. Nos complace el saber que su niño tuvo la oportunidad de participar en la clase.

Deseamos saber su opinión acerca las clases. Háganos el favor de contestar las preguntas que siguen. No es necesario firmar el blanco porque solamente queremos la información.

Por favor retornan el blanco a la maestra de su niño en cuanto es posible.

Gracias por su atención.

1. ¿Ceranto provecho le hizo a su niño? Sí No
2. ¿Se sienten bien informados tocante a las clases especiales? Sí No
3. ¿Fue inscribido su niño en la clase que más necesitaba? Sí No
4. ¿Desean Uds. que sigan estas clases? Sí No
5. ¿Han Uds. visitado a la escuela? Sí No

Si desean, hagan un comentario:

020DG

11-67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Projects

REGULAR CLASSROOM TEACHER EVALUATION

CONTROL NUMBER	MARK AT RIGHT									
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Grade____________________ Date____________________

Please evaluate only those projects which enroll at least two pupils from your class. Use a number two pencil and fill in the boxes neatly and completely. If you make a mistake, erase completely. Please do not fold or staple. In the block at the top, write the three digit school number assigned your school in boxes 1-3. If you evaluate one project, write the project number from the list below in box 4. Use boxes 4 and 5 for two project numbers and boxes 4, 5, and 6 for three project numbers. Fill in the corresponding rectangles for the numbers used.

0 - Reading Specialist 1 - English as a Second Language 3 - Enrichment

How do you rate the program in terms of:	Doesn't Apply	None	Some	Much	Very Much
0 - READING SPECIALIST					
Improvement of pupil reading skills	0	1	2	3	4
Improvement of pupil learning skills	0	1	2	3	4
Appropriate selection of pupils	0	1	2	3	4
Increasing parent participation	0	1	2	3	4
1 - ENGLISH AS A SECOND LANGUAGE	0	1	2	3	4
Improvement of pupil speaking skills	0	1	2	3	4
Improvement of pupil reading skills	0	1	2	3	4
Improvement of pupil writing skills	0	1	2	3	4
Appropriate pupil selection	0	1	2	3	4
Increasing parent participation	0	1	2	3	4
3 - ENRICHMENT	0	1	2	3	4
Overall effectiveness of the program	0	1	2	3	4
Improvement of pupil work in the classroom	0	1	2	3	4
		Yes	No		
Did the enrichment program interfere with your regular classroom program?		1	2		

NUMBER OF PUPILS ENROLLED IN PROJECT Pupils	0	2-4	5-7	8-10	11 plus
Reading Specialist	0	1	2	3	4
English as a Second Language	0	1	2	3	4
Enrichment	0	1	2	3	4

(over)

020FG

1. What factors contributed to the success or lack of success of the Reading Specialist program?

2. What recommendations, if any, do you have to improve the Reading Specialist program?

3. What factors contributed to the success or lack of success of the English as a Second Language program?

4. What recommendations, if any, do you have to improve the English as a Second Language program?

5. What factors contributed to the success or lack of success of the Enrichment program?

6. What recommendations, if any, do you have to improve the Enrichment program?

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR ROOM 3

020FG 11-67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ENGLISH PROFICIENCY TEST

Part I - Listening Comprehension

Name ______________________________ Age ________ Grade ________

School ______________________________ Date ____________________

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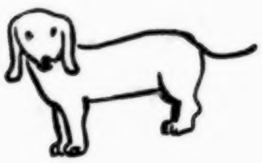

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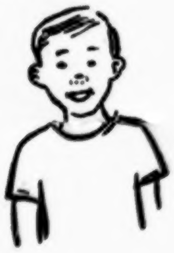

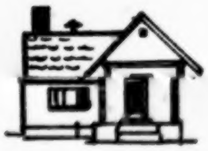

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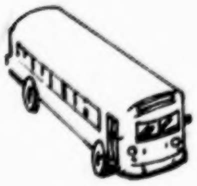

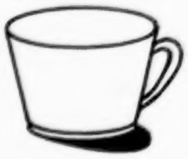

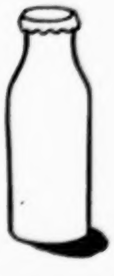

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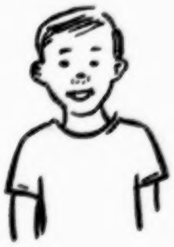

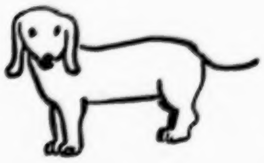

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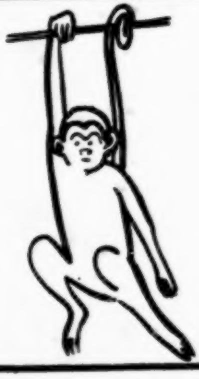

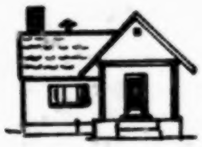

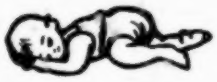

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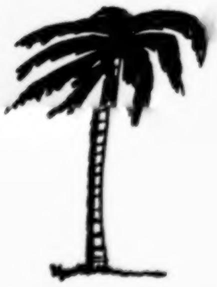

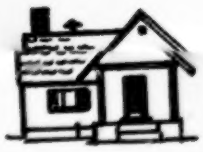

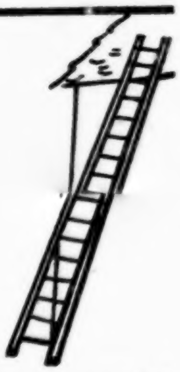

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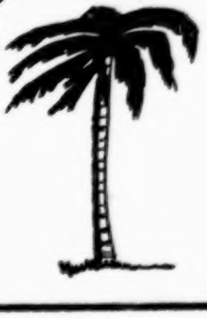

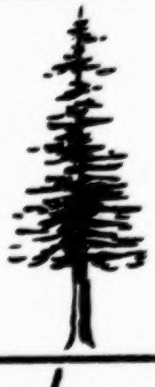

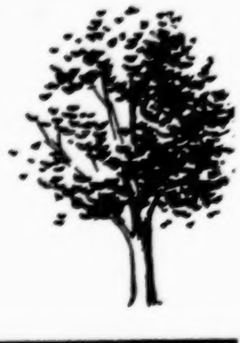

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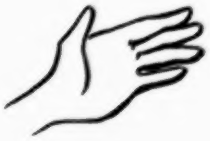

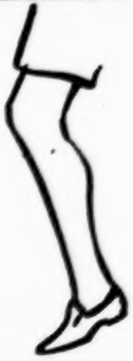

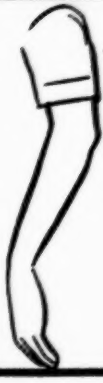

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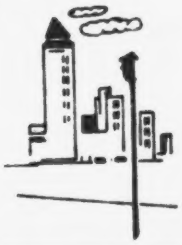
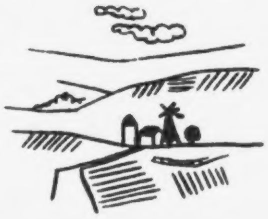
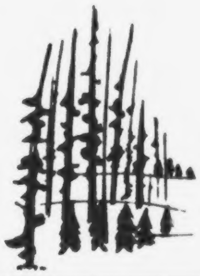

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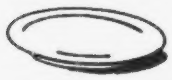
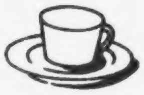
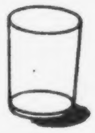

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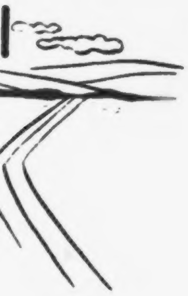
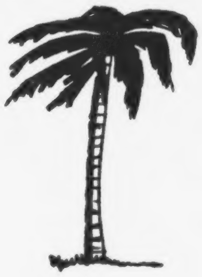
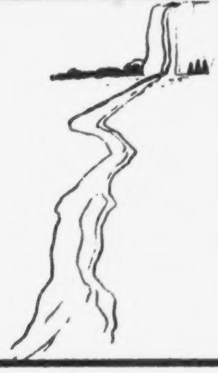

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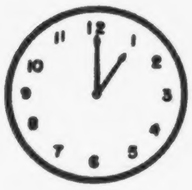
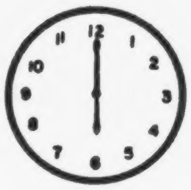
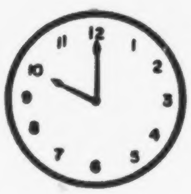

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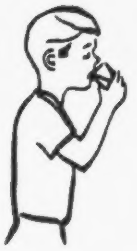
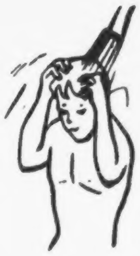
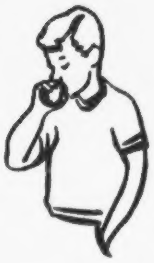

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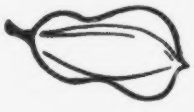
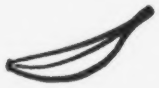
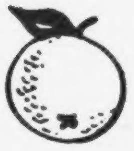

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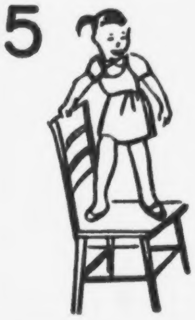
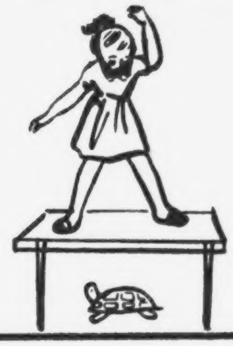
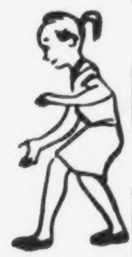

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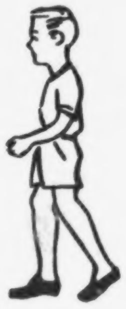
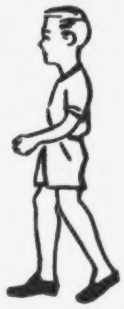
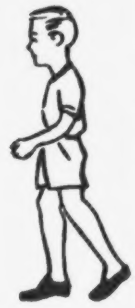

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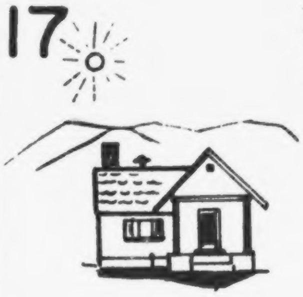
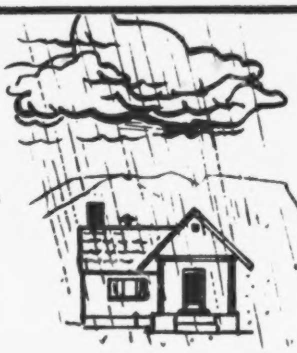
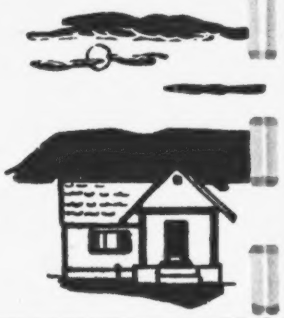

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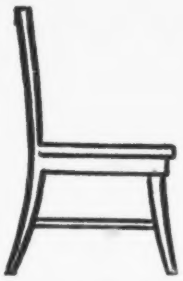
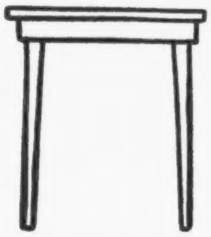
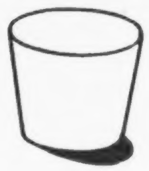

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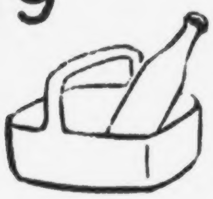
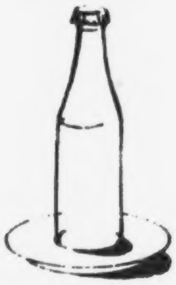
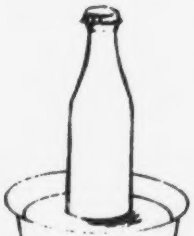

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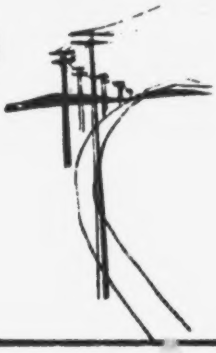
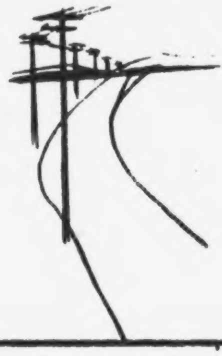
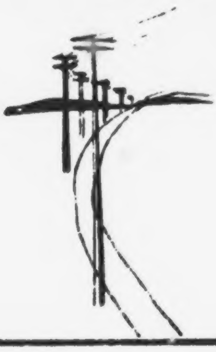

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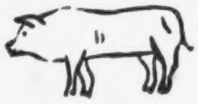
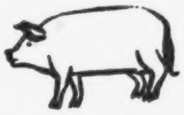
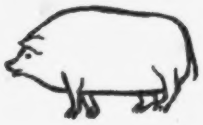

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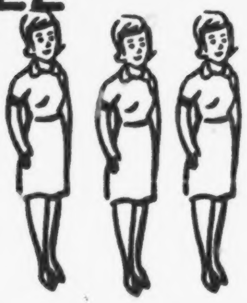
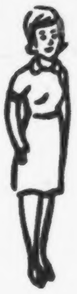
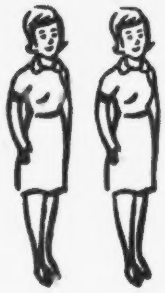

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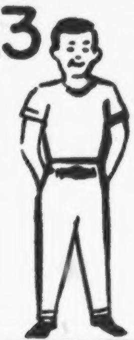
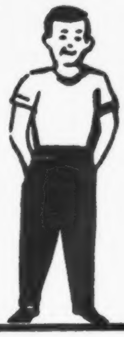
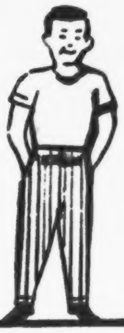

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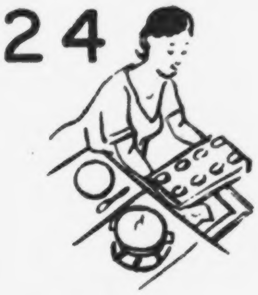
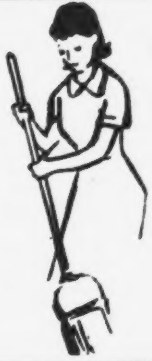
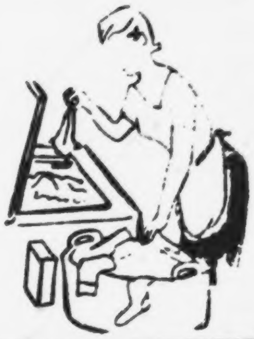

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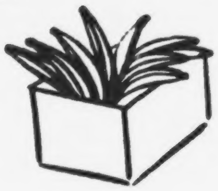
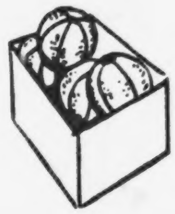
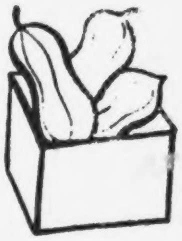

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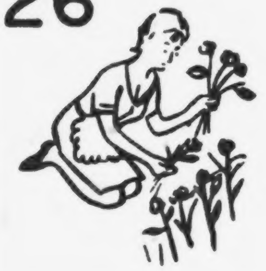
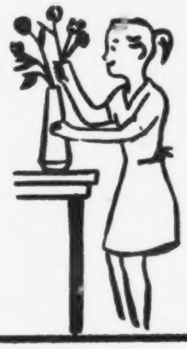
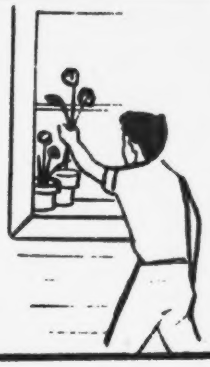

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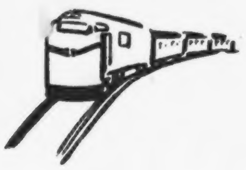
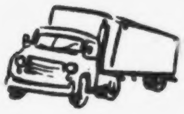
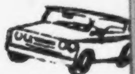

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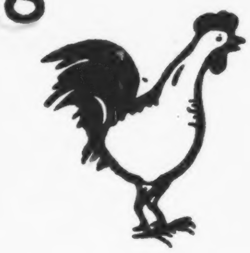
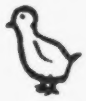
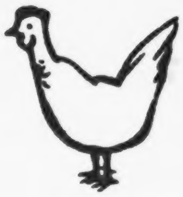

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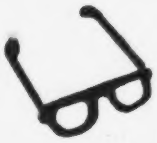
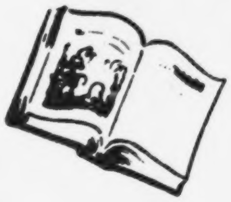
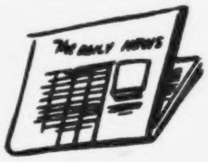
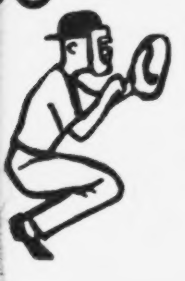
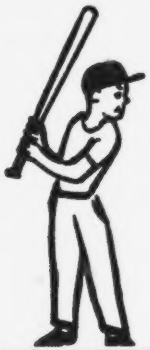


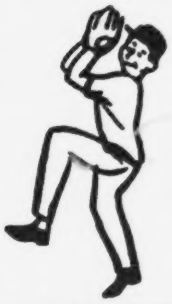



THE DAILY NEWS

30







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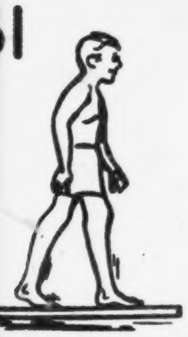

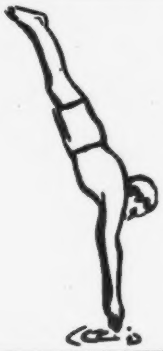

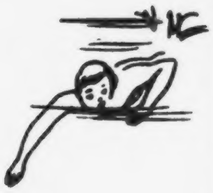

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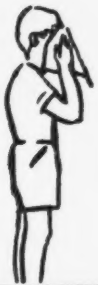

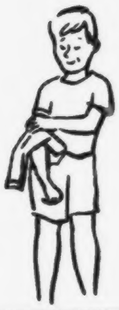

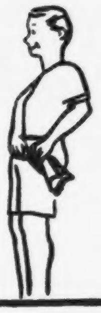

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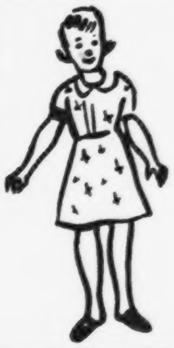

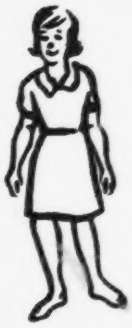

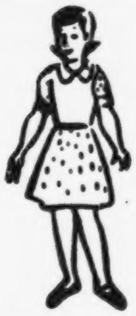

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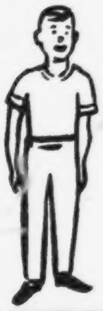

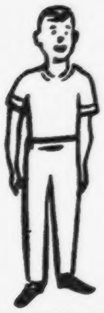

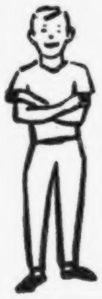

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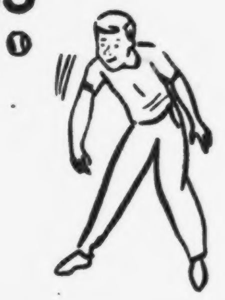

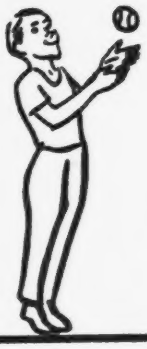

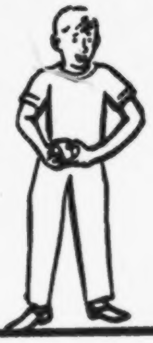

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ENGLISH PROFICIENCY TEST

Part II - Oral Expression, Language Patterns

Name ________________________ Age ________ Grade ________

School ________________________ Date ________________

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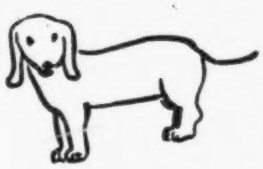

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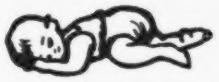

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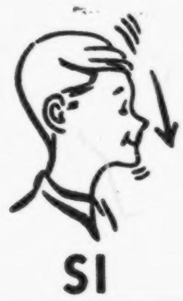

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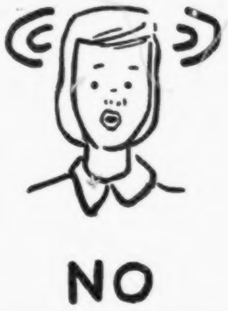

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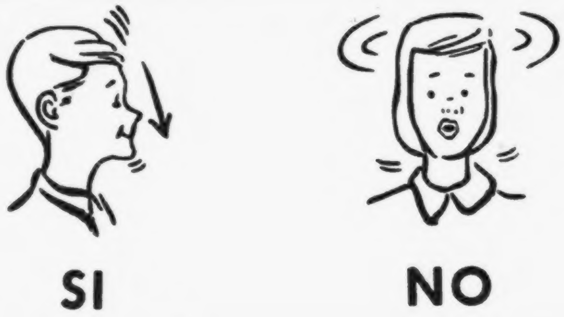

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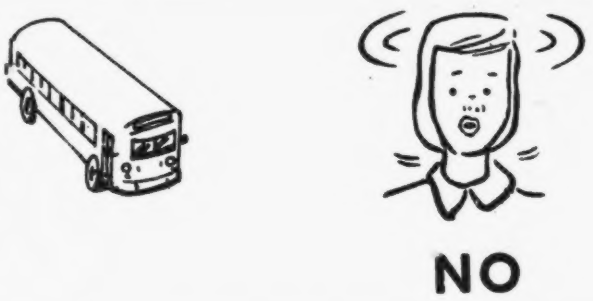

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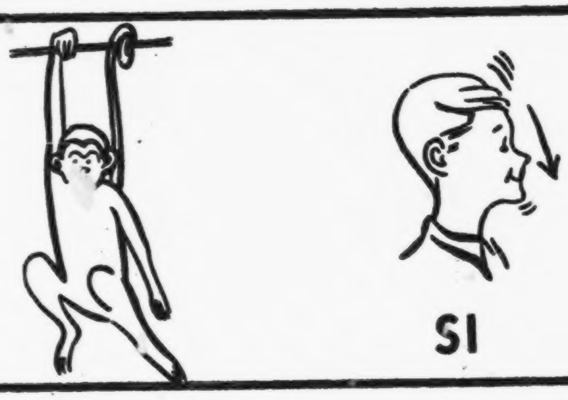

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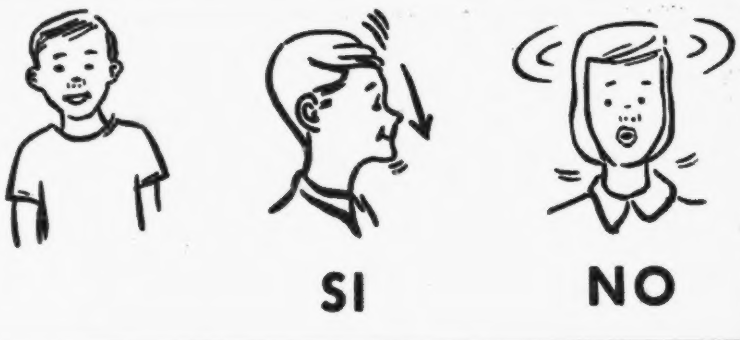

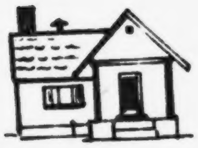

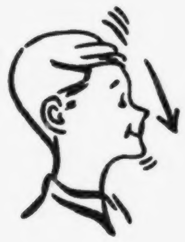

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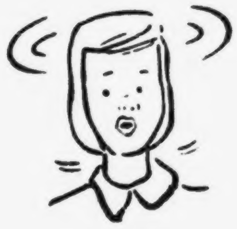

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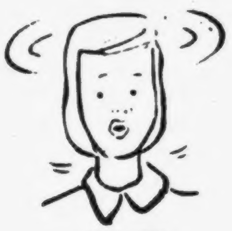

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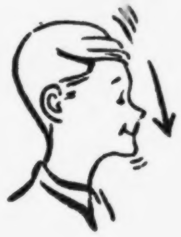

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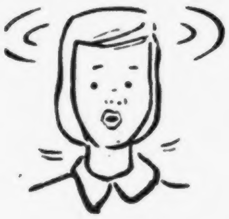

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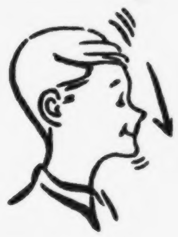

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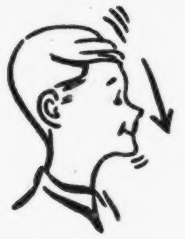

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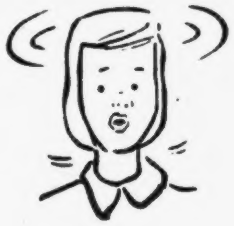

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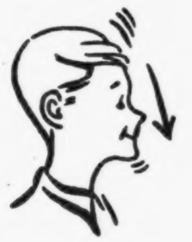

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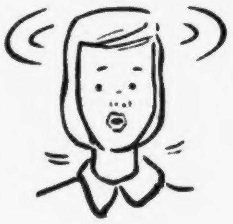

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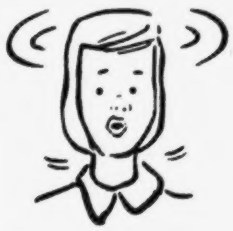

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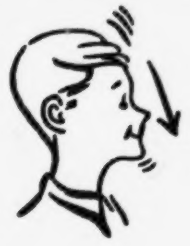

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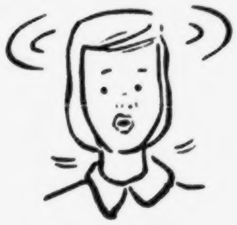

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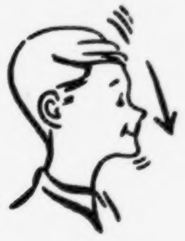

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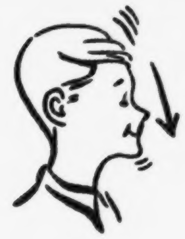

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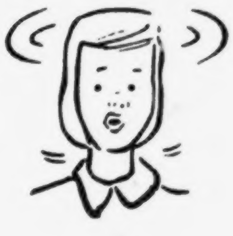

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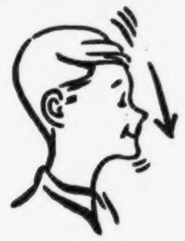

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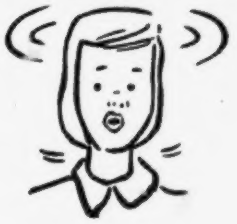

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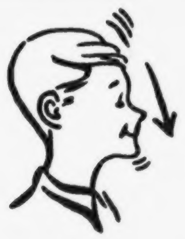

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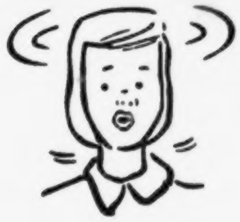

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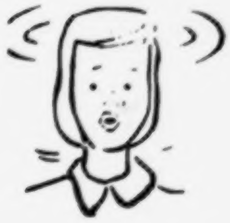

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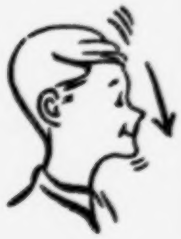

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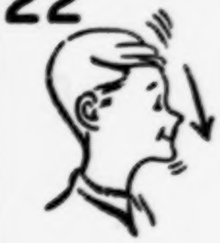

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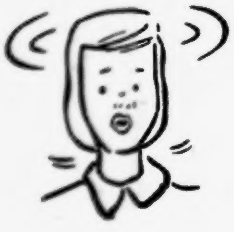

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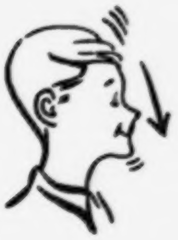

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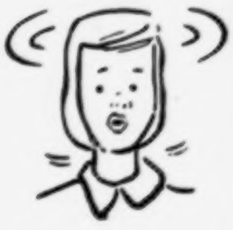

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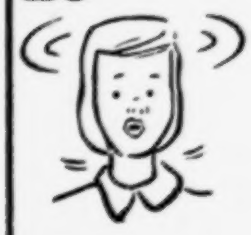

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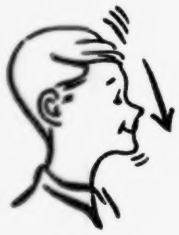

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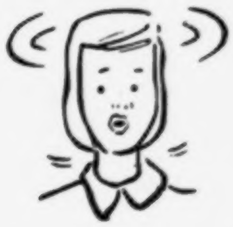

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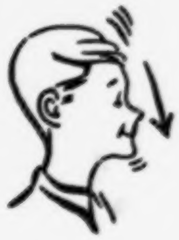

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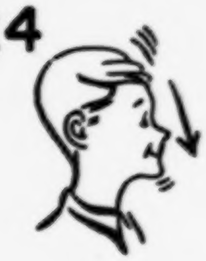

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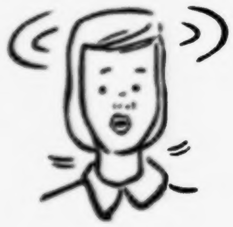


NO

Grade ______

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

Date ______

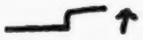
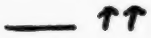
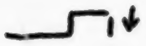
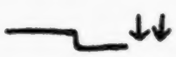
ENGLISH PROFICIENCY TEST
Part III - Oral Expression - Translation

Name of Pupil ______________________ School ______________________

INSTRUCTIONS: In this test (and only in this test) try a second time if necessary to elicit the expected answer. You may even offer a hint. (Not the word itself - we want the pupil's production, not his imitation of the sound to be tested.)

Ask pupil "¿Como se dice madre en inglés?" If he answers "mother" or "mama" or "mom" go on to item 1. If he misses it, tell him "No, en inglés se dice mother. Ahora vamos con otra palabra". Then read each word or phrase in column 1 below. If the pupil gives the expected translation, copy it in column 3. If the pupil doesn't give expected translation, even with hints, copy down what he does say.

If you get the expected translation, make an evaluation of the accuracy of the sound or sound feature underlined or otherwise indicated in column 2 and listed in column 4. A likely mispronunciation is listed in column 5. If the sound or sound feature is accurate and natural, write "C" in column 6; if not, write "X".

ITEM 1	EXPECTED TRANSLATION 2	TRANSLATION GIVEN 3	PRONUNCIATION 4	LIKELY MISPRONUNCIATION 5	EVALUATION 6
1. gato	cat	1. ______	ae	a	1. ______
2. bueno	good	2. ______	u	uw	2. ______
3. cinco	five	3. ______	v	b	3. ______
4. escuela	school	4. ______	sk	esk	4. ______
5. despacio	slow	5. ______	ow	o	5. ______
6. cosa	thing	6. ______	th	t	6. ______
7. brincar	jump	7. ______	j	dy	7. ______
8. allí	there	8. ______	dh	d	8. ______
9. dormir	sleep	9. ______	iy	I	9. ______
10. zapatos	shoes	10. ______	sh	ch	10. ______
11. buzón	mail box	11. ______	/ \	^ /	11. ______
12. Buenas noches!	Good night!	12. ______	\ /	^ /	12. ______
13. ¿Sabes tú leer?	Do you know how to read?	13. ______			13. ______
14. ¿Dónde vive él?	Where does he live?	14. ______			14. ______
15. Estoy en la tienda.	I'm in the store.	15. ______	∧∨∨∧	∧∧∧	15. ______

10-67

021A

For R & D use only

CONTROL NUMBER	MARK AT RIGHT										
		0	1	2	3	4	5	6	7	8	9
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		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
	▶	0	1	2	3	4	5	6	7	8	9

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: ESL Summer Extension

TEACHER EVALUATION

In completing this form, please fill in the boxes completely and neatly. If you make a mistake, erase completely. The block at the top of the page has been marked for you. Please do not fold or staple. Please return by August 9, 1968.

How do you rate the program in terms of:		Doesn't Apply	In-effective	Somewhat Effective	Effective	Very Effective
1. Overall effectiveness	1	0	1	2	3	4
2. Placement of pupils	2	0	1	2	3	4
3. Improvement of parent-school relationships	3	0	1	2	3	4
4. Effectiveness of aides	4	0	1	2	3	4
5. Assistance from Consultant	5	0	1	2	3	4
6. Suitability of field trips	6	0	1	2	3	4
7. Number of field trips (Fill in the appropriate box)	7	0	1	2	3	4
8. Suitability of this evaluation instrument	8	0	1	2	3	4
RATING OF PRE-SERVICE						
9. Overall value of pre-service	9	0	1	2	3	4
10. Assistance in organizing instructional content for use in your current assignment	10	0	1	2	3	4
11. Assistance in teaching techniques relating to your specific assignment	11	0	1	2	3	4
12. Assistance in developing materials for your assignments	12	0	1	2	3	4

What factors contributed to the success or lack of success of the program?

____

____

Recommendations: ______________________________

____

____

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

Please return to:
Office of Research and Development
at Emerson Manor Room 3

6/68

021B

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: English as a Second Language - Summer Extension

PARENT QUESTIONNAIRE

Dear Parent:

We are pleased that your child has an opportunity to participate in the English as a Second Language program. We now wish to know how you feel about the program. Please help us by circling your answers to the questions below. You need not sign your name on this form.

Please have your child return this form to the teacher as soon as possible. Thank you.

1.	Do you think that your child improved his English this summer?	Yes	No
2.	Does your child spend more time now speaking English than he did before the summer program?	Yes	No
3.	Do you think that English is the subject in which your child needed most help?	Yes	No
4.	If answer is "no", what subject is needed more? ______________		
5.	Did you receive information about Summer School?	Yes	No
6.	Does the school sufficiently inform you about its summer activities?	Yes	No
7.	Do you feel that you can contact the school when you have a problem?	Yes	No
8.	Did you visit any of the English as a Second Language classes this summer?	Yes	No
9.	Would you like to have your child enrolled in this type of class next summer?	Yes	No
10.	Do you think the school people know and understand your child?	Yes	No

If you have any comments you wish to make, write them below:

____

____

____

____

6-68 021D

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Proyectos Primarios: Ingles Como Segunda Idioma

Queridos Padres:

Las escuelas de la cuidad de Los Angeles han ofrecido clases especiales para los niños de las escuelas primarias. Nos complace el saber que su niño tuvo la oportunidad de participar en la clase.

Deseamos saber su opinión acerca las clases. Háganos el favor de contestar las preguntas que siguen. No es necesario firmar el blanco porque solamente queremos la información.

Por favor retornan el blanco a la maestra de su niño en cuanto es posible.

Gracias por su atención.

1. ¿Cre Usted que el ingles de su niño a mejorado este verano? Si No
2. ¿Habla mas ingles su niño de lo que hablaba antes que asistiera las clases de ingles este verano? Si No
3. ¿Fue inscribido su niño en la clase que mas necesita? Si No
4. ¿Si su respuesta es "no" cual clase seria de mas probecho para su niño? ____________________
5. ¿Cre Usted que fue bien informada tocante las clases de verano? Si No
6. ¿Recibo informacion suficiente de la escuela, tocante las actividades que tomaran lugar durante el verano? Si No
7. ¿Se siente Usted con confianza de llamar a la escuela si tiene algun problema? Si No
8. ¿Visito Usted la clase de ingles como segunda idioma este verano? Si No
9. ¿Desearia que su niño se inscriba en dicha clase el verano que entra? Si No
10. ¿Cre Usted que el personaje de la escuela comprende bien a su niño? Si No

Si desean, hagan un comentario:

____

____

____

____

____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Teacher-Librarian

LIBRARY SKILLS TEST

PART I

THE FOLLOWING STATEMENTS ARE TRUE OR FALSE. IF THE STATEMENT IS TRUE, FILL IN THE BOX UNDER THE WORD TRUE ON THE ANSWER SHEET. IF THE STATEMENT IS FALSE, FILL IN THE BOX UNDER THE WORD FALSE.

SAMPLE A: You should be quiet when using the library.

1. A person who writes a book is called an illustrator.

2. An encyclopedia contains facts about important places, things, and events.

3. A biography is the story of a person's life written by himself.

4. If you do not know the author or title of a book, you can usually locate the book by subject in the card catalog.

5. Nonfiction books are arranged by numbers based on the Dewey Decimal System.

6. Fiction books are arranged alphabetically by author.

7. A book of fiction is written about imaginary characters.

8. At the end of most fiction books, you will find a bibliography.

9. If a book is not listed in the card catalog by title, author, or subject, that means the book has been checked out of the library.

PART II

READ THE STATEMENTS BELOW. UNDER EACH STATEMENT ARE FIVE POSSIBLE ANSWERS. CHOOSE AS YOUR ANSWER THE WORD OR WORDS THAT MEAN THE SAME AS THE STATEMENT. IN FRONT OF THE ANSWER YOU HAVE SELECTED IS A LETTER. ON THE ANSWER SHEET FILL IN THE BOX UNDER THIS LETTER.

SAMPLE B: Record of books in the library.

(a) Card Catalog
(b) Glossary
(c) Index
(d) Appendix
(e) Title

10. Name of a book

(a) Card Catalog
(b) Glossary
(c) Index
(d) Preface
(e) Title

11. Place where author, title and publisher are usually found.

(a) Title
(b) Preface
(c) Glossary
(d) Title Page
(e) Appendix

12. Person who draws the pictures in a book.

(a) Author
(b) Newbery
(c) Preface
(d) Illustrator
(e) Title

13. A book of facts.

(a) Newbery
(b) Appendix
(c) Glossary
(d) Nonfiction
(e) Dictionary

14. Correct spelling and definition of a word.

(a) Index
(b) Glossary
(c) Dictionary
(d) Appendix
(e) Preface

15. The author's introduction to the reader.

(a) Preface
(b) Title Page
(c) Glossary
(d) Newbery
(e) Title

16. An outstanding literature award.

(a) Nonfiction
(b) Newbery
(c) Title
(d) Illustrator
(e) Dictionary

17. Place where Declaration of Independence and other documents are found in a book.

(a) Glossary
(b) Appendix
(c) Card Catalog
(d) Title Page
(e) Index

18. A list of unusual or specialized words contained in a book and their meanings.

(a) Dictionary
(b) Glossary
(c) Appendix
(d) Index
(e) Preface

19. Alphabetical listing of the names of people, places, events, and things mentioned in the body of a book.

(a) Title Page
(b) Glossary
(c) Appendix
(d) Index
(e) Preface

PART II:

COMPLETE EACH OF THE FOLLOWING STATEMENTS BY CHOOSING THE ONE ANSWER YOU THINK IS RIGHT. FILL IN THE BOX UNDER THE LETTER THAT IS THE SAME AS THE LETTER IN FRONT OF THE ANSWER.

SAMPLE C: The unabridged dictionary may be used by

(a) teachers only
(b) pupils only
(c) teachers and pupils

20. An atlas is a book of

(a) maps
(b) names of strong people
(c) songs

21. In a card catalog, books are listed by

(a) title
(b) author
(c) title, author, and subject

22. The index of a book is arranged

(a) by numbers
(b) chronologically by dates
(c) alphabetically by subject

23. The table of contents is in the

(a) front of the book
(b) middle of the book
(c) back of the book

24. An encyclopedia contains

(a) a book of maps
(b) pronunciation of words only
(c) information on most subjects

25. The title of a book is in the

(a) front of the book
(b) middle of the book
(c) back of the book

PART IV

THE DRAWING BELOW SHOWS THE FRONT OF THE TRAYS OF A LIBRARY CARD CATALOG. THE LETTERS ON THE FRONT OF EACH TRAY ARE SHOWN. READ EACH TOPIC BELOW. DECIDE IN WHICH TRAY YOU WOULD LOOK FOR EACH TOPIC. ON THE ANSWER SHEET, FILL IN THE BOX UNDER THE LETTER OR LETTERS ON THE TRAY. FILL IN ONLY ONE BOX IN EACH ROW.

A	D-E	I-J-K-L	S
B	F	M-N	T-U-V
C	G-H	O-P-Q-R	W-X-Y-Z

SAMPLE D: A book about rockets

26. A book about snakes

27. Books about Japan

28. Stories about dinosaurs

29. Books about the history of basketball

30. A book abour birds

31. A book about life in Peru

32. Books about the history of California

33. Homer Price

34. A book entitled Henry and the Paper Route

35. A biography of Abraham Lincoln

36. Books by Carolyn Haywood

37. The Biography of Willie Mays

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Teacher-Librarian Program

REGULAR CLASSROOM TEACHER EVALUATION

CONTROL NUMBER	MARK AT RIGHT
	0 1 2 3 4 5 6 7 8 9
	0 1 2 3 4 5 6 7 8 9
	0 1 2 3 4 5 6 7 8 9
	0 1 2 3 4 5 6 7 8 9
	0 1 2 3 4 5 6 7 8 9
	0 1 2 3 4 5 6 7 8 9

Grade____________________ Date__________________

In completing this form please use a number two pencil and fill in the boxes neatly and completely. If you make a mistake, erase completely. Please do not fold or staple. In the block at the right top of the page write the three digit school number assigned your school in boxes 1-3. Write the one digit project number, 2, in box 4. Leave 5 and 6 blank. Fill in the corresponding rectangles for the four numbers.

Your pupils have been participating in the Teacher-Librarian Program. Please rate the program in terms of: (mark out one number for each item)

	Doesn't Apply	None	Some	Much	Very Much
1. Improvement of pupil library skills	0	1	2	3	4
2. Improvement of pupil reading skills	0	1	2	3	4
3. Utilizing library resources	0	1	2	3	4
4. Increasing parent participation	0	1	2	3	4

Please check the appropriate answer for the following questions:

	Yes	No
5. Were there parent aides?	1	2
6. Were students trained as aides?	1	2
7. Could pupils take library books home?	1	2
8. Did books circulate in school only?	1	2
9. Was library open before school?	1	2
10. Was library open after school?	1	2

	Open	Scheduled	Both
11. How library operated during school hours (mark out one number only)	1	2	3

	1-15	16-30	31-60	60 plus
12. Minutes library was open before and after school (mark out one number only)	1	2	3	4

(over)

What factors contributed to the success or lack of success of the program?

____

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____

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Recommendations:

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____

Approved by: Robert J. Purdy, Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 3

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Enrichment Program

TEACHER RATING SCALE OF PUPIL BEHAVIOR

CONTROL NUMBER	MARK AT RIGHT ▶	0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

Pupil's name ______________________ Grade ____ Teacher ______________________

In completing this form please use a number two pencil and fill in the boxes completely and neatly. If you make a mistake, erase completely. The block at the top of the page has been marked for you. Please do not fold or staple. Please return by June 12, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at Emerson Manor Room 3

Please rate the behaviors exhibited by the pupil by filling in one box for each item.

	Doesn't Apply	Seldom	Frequently	Usually	Almost Always
1. Speaks voluntarily, spontaneously, freely, naturally	0	1	2	3	4
2. Shows poise and confidence in speaking	0	1	2	3	4
3. Takes an active part in group discussion	0	1	2	3	4
4. Puts ideas into words	0	1	2	3	4
5. Uses more initiative in selecting topic	0	1	2	3	4
6. Shows independence in creative expression	0	1	2	3	4
7. Recognizes geometric shapes	0	1	2	3	4
8. Uses various forms of measurement	0	1	2	3	4
9. Uses mathematical concepts and principles	0	1	2	3	4
10. Has facility in computational skills	0	1	2	3	4
11. Distinguishes between similarities and differences	0	1	2	3	4
12. Distinguishes an inference from an observation	0	1	2	3	4
13. Gathers adequate information on which to base inference	0	1	2	3	4
14. States reasons for making an inference	0	1	2	3	4
15. Is aware of the existence of problems	0	1	2	3	4
6. Considers plans for studying problems and taking action	0	1	2	3	4
17. Gathers, organizes, and interprets data	0	1	2	3	4
8. Differentiates between fact and opinion	0	1	2	3	4
9. Assumes leadership in the school or community	0	1	2	3	4

6/68

023B

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Kindergarten

ENROLLMENT QUESTIONNAIRE

To help us determine the change in number of pupils on the waiting list and the reduction in teacher-pupil ratio for Kindergarten, please answer the questions below.

School ____________________________________

Principal _________________________________

1. How many pupils did you have on the waiting list in:

   September 1966 __________________

   February 1967 __________________

   September 1967 __________________

2. How many children are on the waiting list now? ____

3. What was your average kindergarten enrollment during the fall semester, 1966?

   A.M. _____ P.M. _____

4. What was your average kindergarten enrollment during the fall semester, 1967?

   A.M. _____ P.M. _____

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR ROOM 3

12-67

024A

025

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Preschool Program

RATING SCALE

Pupil's Name________________________ School________________________

(10) Boy (1) or Girl (2) .___. Teacher________________________

Circle one of the five categories for each statement.	No opportunity to observe	Never	Sometimes	Usually	Invariably
(11) Child is proud of his school work.	0	1	2	3	4
(12) Child recognizes major parts of the body.	0	1	2	3	4
(13) Child accepts his image in the mirror.	0	1	2	3	4
(14) Child displays self-confidence.	0	1	2	3	4
(15) Child is capable of attending to restroom activities.	0	1	2	3	4
(16) Child utilizes alternative approach to problem solving when initial method fails.	0	1	2	3	4
(17) Child has respect for authority.	0	1	2	3	4
(18) Child has respect for rights and property of others.	0	1	2	3	4
(19) Child is accepted by peers.	0	1	2	3	4
(20) Child responds verbally to questions during conversation.	0	1	2	3	4
(21) Child asks questions which imply an understanding of what has been explained.	0	1	2	3	4
(22) Child pronounces words correctly.	0	1	2	3	4
(23) Child demonstrates listening skills through non-verbal behavior.	0	1	2	3	4
(24) Child uses words correctly and in meaningful context.	0	1	2	3	4
(25) Child has self-control.	0	1	2	3	4
(26) Child's self-concept is enhanced by others.	0	1	2	3	4
(27) Child has a positive self-concept.	0	1	2	3	4

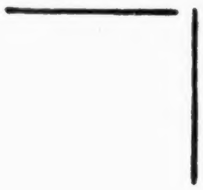
Approved by: Robert J. Purdy, Associate Superintendent
Division of Elementary Education

RETURN TO: RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 3

LOS ANGELES CITY SCHOOL DISTRICTS
DIVISION OF ELEMENTARY EDUCATION
Guidance and Counseling Section

SCORING FOR EVALUATION FOR PSYCHOMOTOR DEVELOPMENT

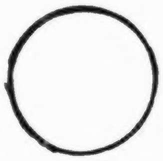
Adapted from Rutgers Drawing Test*



Full Credit: 2 points if both lines are reproduced in a fairly accurate way. They can bend slightly.

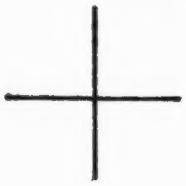
Half Credit: 1 point if only one line is reproduced fairly accurately.

No Score: If the child scribbles, or if he draws a vertical line in response to the horizontal line stimulus, or if he draws a horizontal line in response to the vertical line stimulus.



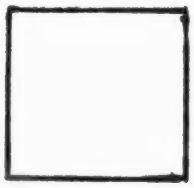
Full Credit: 2 points. Figure must be approximately round, have no angles; and lines must meet approximately at one point.

Half Credit: 1 point. Figure may not be round. It may be oval, etc., and it may contain some angles.



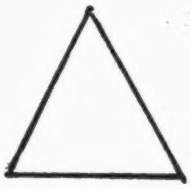
Full Credit: 2 points when both arms are of approximately equal length; are at right angles to each other; and bisect each other approximately. All lines must be firm and straight.

Half Credit: 1 point when figure resembles model, but when lines are not straight and when horizontal arm does not bisect vertical arm, but is above or below the midpoint of the vertical arm. Angles must be approximately right angles.



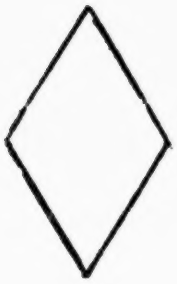
Full Credit: 2 points. Angles must be right angles; sides of figures must be approximately equal and parallel; and lines must be straight.

Half Credit: 1 point. Angles must be approximately right angles; sides may be unequal in length and lines may be somewhat irregular.



Full Credit: 2 points. Lines must be straight; sides must be equal but may be somewhat longer than the base and base must be parallel to horizontal lines on test paper.

Half Credit: 1 point. Lines may be somewhat irregular; sides need not be equal; one angle may be a right angle, or one angle may be somewhat rounded.



Full Credit: 2 points. Figure must be drawn in the approximate position of the model, the angles must be approximately equal as must the lower sides.

Half Credit: 1 point. Figure must be distinguishable from a square It must be in approximate position of the model; one set of angles may not be opposite each other; and upper and lower sides of figure may not be equal.

Derivation of Scoring Norms
Adapted from Rutgers Drawing Test

C.A.	Median
IV-0	2
IV-1	3
IV-2	4
IV-3	4
IV-4	5
IV-5	6
IV-6	7
IV-7	8
IV-8	8
IV-9	9
IV-10	9
IV-11	10
V-0	11
V-1	12
V-2	12

Report the child's score as the number of points successfully achieved.

If you want to relate this information to the teacher, you can make a comparison of the child's score with the median that corresponds to the chronological age. For example, if the child scores five points, his score would be comparable with the median score of a child IV-4.

---

* Taken from the Training School Bulletin, May, 1952, Volume 49, No. 3, by the Los Angeles County Superintendent of Schools, Division of Research and Guidance.

FG:rnc

For R & D use only

CONTROL NUMBER	MARK AT RIGHT ▶										
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Nonpublic Project: Reading Specialist Summer Extension

TEACHER EVALUATION

In completing this form, please fill in the boxes completely and neatly. If you make a mistake, erase completely. The block at the top of the page has been marked for you. Please do not fold or staple. Please return by August 9, 1968.

How do you rate the program in terms of:		Doesn't Apply	In-effective	Somewhat Effective	Effective	Very Effective
1. Overall effectiveness	1	0	1	2	3	4
2. Placement of pupils	2	0	1	2	3	4
3. Improvement of parent-school relationships	3	0	1	2	3	4
4. Effectiveness of aides	4	0	1	2	3	4
5. Assistance from Consultant	5	0	1	2	3	4
6. Suitability of field trips	6	0	1	2	3	4
7. Number of field trips (Fill in the appropriate box)	7	0	1	2	3	4
8. Suitability of this evaluation instrument	8	0	1	2	3	4
RATING OF PRE-SERVICE						
9. Overall value of pre-service	9	0	1	2	3	4
10. Assistance in organizing instructional content for use in your current assignment	10	0	1	2	3	4
11. Assistance in teaching techniques relating to your specific assignment	11	0	1	2	3	4
12. Assistance in developing materials for your assignments	12	0	1	2	3	4

What factors contributed to the success or lack of success of the program?

____

____

Recommendations: ________________________________

____

____

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

Please return to:
Office of Research and Development
at Emerson Manor Room 3

6/68

026B

CONTROL NUMBER

MARK AT RIGHT ▶

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Counseling Services

COUNSELOR EVALUATION

Date ________________

In completing this form please use a number two pencil and fill in the boxes neatly and completely. If you make a mistake, erase completely. Please do not fold or staple. Please return by May 30, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at Emerson Manor Room 3

		Not Adequate	Less than Adequate	Adequate	More than Adequate	Highly Adequate
1. Physical facilities in which to work are	1	0	1	2	3	4
2. Supplies and equipment are	2	0	1	2	3	4
3. Time allocated for pupils in federal programs is	3	0	1	2	3	4
4. Opportunity to observe pupils is	4	0	1	2	3	4
5. Opportunity for individual diagnostic work-ups is	5	0	1	2	3	4
6. Opportunity for preventative or developmental counseling is	6	0	1	2	3	4
7. Opportunity for individual counseling with pupils is	7	0	1	2	3	4
8. Opportunity for group counseling is	8	0	1	2	3	4
9. Opportunity for follow-up with pupils is	9	0	1	2	3	4
10. Opportunity for follow-up with clinics and/or agencies is	10	0	1	2	3	4
11. Opportunity to confer with teachers is	11	0	1	2	3	4
12. Opportunity to serve as consultant to teachers is	12	0	1	2	3	4
13. Opportunity to discuss cases with administrator is	13	0	1	2	3	4
14. Opportunity for team members to have case conferences is	14	0	1	2	3	4
15. Opportunity to confer with parents is	15	0	1	2	3	4
16. Time provided for case write-ups is	16	0	1	2	3	4
17. Opportunity to use and evaluate new and/or experimental materials is	17	0	1	2	3	4
18. Opportunity for inservice is	18	0	1	2	3	4
19. Effectiveness of the counseling program is	19	0	1	2	3	4

(over)

What do you feel are the greatest strengths of the counseling programs within the specially funded projects?

What do you feel are the greatest needs of the counseling programs within the specially funded projects?

If time were provided for more inservice, what would you like to see emphasized?

Which three or four counseling activities (listed on the front) do you think are of primary importance to these programs?

1.

2.

3.

4.

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

028A

4/68

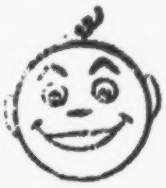
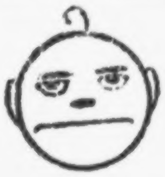
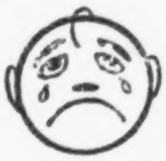
LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project: Program for Interschool Enrichment

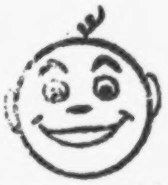
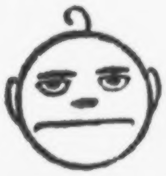
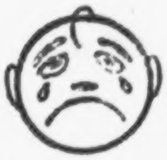
ATTITUDE RATING SCALE

Name:______________________ School______________________ Grade_____ Date____________

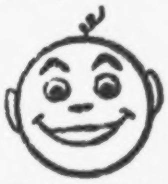
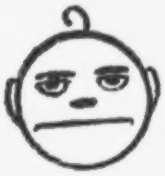
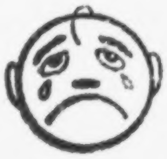
1. How do you feel when you think about coming to school?

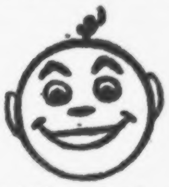
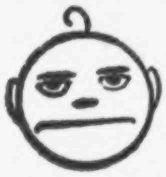
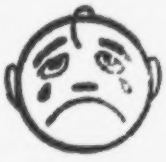
2. How do you feel about your teacher?

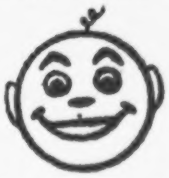
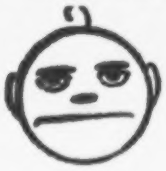
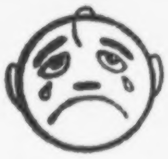
3. How do you feel when you think about yourself?

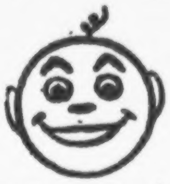
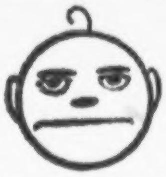
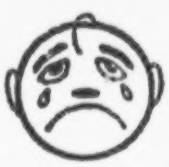
4. How do you feel about most of the children in your class?

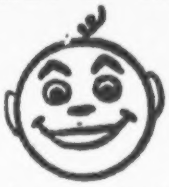
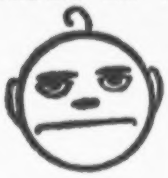
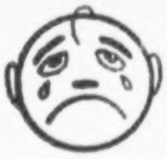
5. How do you feel about most of the children in the exchange school?

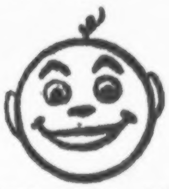
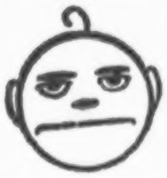
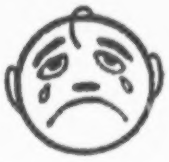
6. How do you think most of the children in your class feel about you?

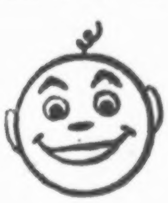
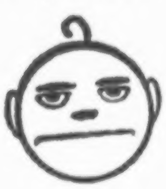
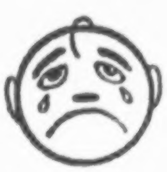
7. How do you think most of the children in the exchange school feel about you?

8. How do you feel when you think about the trips with the exchange school?

9. How do you feel when you are working with the children from the exchange school?

12-67

029A

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Program for Interschool Enrichment

TEACHER SUMMARY OF INTERSCHOOL JOURNEY

Teacher__________________ Date__________________ School______________________________

__________________ No. of Pupils__________ Grade______________
Trip Destination

Other participating school(s)______________________ ______________________

Please rate the following items by circling the appropriate number.

How effective was this experience in assisting pupils:	Not Able to Judge	Not Effective	Less Than Effective	Effective	Very Effective
1. To broaden and enrich their background	0	1	2	3	4
2. To increase their knowledge of subject matter	0	1	2	3	4
3. To develop positive attitudes toward children from other ethnic groups	0	1	2	3	4

Comments on items (1) through (3):

____

____

____

4. Brief description of activities:

____

____

____

____

5. Outcomes:

____

____

____

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 3

029B

12-67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Program for Interschool Enrichment

TEACHER RATING SCALE

Please complete this evaluation on the basis of your experience in the Program for Interschool Enrichment. Your name is not requested on this form because no individual will be identified in the evaluation report. Your cooperation is very much appreciated; it will help the planners to improve the program.

Please rate the following items by circling the appropriate number.

How do you rate the program generally in terms of:	Not Able to Judge	Not Effective	Less Than Effective	Effective	Very Effective
1. Administrative organization and preparation of school meetings and journeys	0	1	2	3	4
2. Selection of participating groups	0	1	2	3	4
3. Parent support of program	0	1	2	3	4
4. School Journeys					
a. Art	0	1	2	3	4
b. Music	0	1	2	3	4
c. Science	0	1	2	3	4
d. Social Studies	0	1	2	3	4
e. Student Council	0	1	2	3	4

Comments on items (1) through (4):

5. Enriching the background of pupils	0	1	2	3	4
6. Increasing their knowledge of subject matter	0	1	2	3	4
7. Assisting in the development of positive attitudes toward children from other ethnic groups	0	1	2	3	4

Comments on items (5) through (7)

(over)

	Not Able to Judge	Not Effective	Less Than Effective	Effective	Very Effective
8. Suitability of evaluation instruments	0	1	2	3	4
9. Assistance received in completing evaluation forms	0	1	2	3	4

Comments on items (8) through (9):

10. What are the significant strengths of the program?

11. How might the Program for Interschool Enrichment be improved?

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 3

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Project - Program for Interschool Enrichment

PARENT QUESTIONNAIRE

Dear Parent:

The Los Angeles city schools are offering a program of interschool enrichment for elementary pupils. We are pleased that your child has an opportunity to participate in the program.

We now wish to know how you feel about the program. Please help us by circling your answers to the questions below. You need not sign your name on this form.

Please have your child return this form to the teacher as soon as possible.

Thank you.

1. Do you feel your child benefited from participating in the program? Yes No

2. Did your child talk about his experiences in this program? Yes No

3. Do you feel these experiences will assist in the development of positive attitudes toward children from other ethnic groups? Yes No

4. Did you receive information about the program? Yes No

5. Would you like to have this program continued? Yes No

Please make any comments you wish below:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Elementary Component: Program for Interschool Enrichment

ADMINISTRATIVE EVALUATION

Please complete this evaluation on the basis of your experience with this program in your school. Your cooperation is very much appreciated.

Please rate the following items by circling the appropriate number.

How do you rate the program in terms of:	Not Able to Judge	Not Effective	Less Than Effective	Effective	Very Effective
1. Administrative organization and preparation of school meetings and journeys	0	1	2	3	4
2. Selection of participating groups	0	1	2	3	4
3. Parent support of program	0	1	2	3	4
4. Enriching the background of pupils	0	1	2	3	4
5. Increasing their knowledge of subject matter	0	1	2	3	4
6. Assisting in the development of positive attitudes toward children from other ethnic groups	0	1	2	3	4
7. Overall effectiveness in relation to stated objectives	0	1	2	3	4
8. Suitability of evaluation instruments	0	1	2	3	4
9. Assistance received in completing evaluation forms	0	1	2	3	4

Comments on items (1) through (9):

____

____

____

____

10. What are the significant strengths of the program?

____

____

____

____

(over)

Recommendations:

Approved by: Robert J. Purdy
Associate Superintendent
Division of Elementary Education

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 3

ESEA Pre-Sch. _____
EOA _____
Jr. H. S. _____
Sr. H. S. _____
Adult _____
MDTA _____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA and EOA Components: Education Aides
QUESTIONNAIRE FOR TEACHERS

Your comments and reactions are needed in the evaluation of the Education Aides program. In the statements below, please circle the appropriate number in each rating scale noting that 1 is a low rating and 4 is a high rating. Your remarks relative to specific items would be most welcome in the space provided below.

(Please check one.) An Education Aide is assigned: less than a half day______ half day or more______.

To what extent has the presence of an Education Aide in your room:

	Not at all	Some	Much	Very Much
1. Made your pupils more receptive to learning?	1	2	3	4
2. Given you more time to extend and/or complete lessons?	1	2	3	4
3. Increased pupils' oral participation during group discussions?	1	2	3	4
4. Resulted in more attention to individual pupils?	1	2	3	4
5. Supported increased pupil achievement?	1	2	3	4
6. Reduced discipline problems?	1	2	3	4

____

____

____

7. To date, how would you rate the overall effectiveness of the services of the Education Aide in the classroom? (circle one)

1	2	3	4
Ineffective			Effective

8. What was the source of the most helpful pre-service and/or in-service training for teachers and aides?

	Pre-Service	In-Service
Teacher		
Aide		

9. In what areas should pre-service and in-service training be strengthened?

____

____

10. a. What was the length of the initial adjustment period needed for classroom orientation of the aide? days______ or weeks______ (enter one number)

b. Thereafter, did the presence of the Aide reduce your classroom workload?
Yes_____ No_____

If yes, approximately how long was it before this workload reduction became apparent? days_____ or weeks_____ (enter one number)

11. After assignment to the classroom, how long did it take to make a confident estimate of the Education Aide's capabilities?

days_____ or weeks_____ (enter one number)

12. What have been the important contributions of the Education Aide?

____

____

____

____

13. What recommendations do you have for making the Education Aide more effective?

____

____

____

____

RETURN TO:
Office of Research and Development
Administrative Offices - G-280
by:______________________________